

THE GEORGE WASHINGTON UNIVERSITY
Washington, DC

**MINUTES OF THE REGULAR MEETING
OF THE FACULTY SENATE HELD ON
SEPTEMBER 9, 2005 IN THE ALUMNI HOUSE**

Present: President Trachtenberg, Vice President Lehman, Registrar Amundson, and Parliamentarian Johnson; Deans Futrell and Tong, Professors Artz, Biles, Briscoe, Cordes, Englander, Garris, Griffith, Gupta, Helgert, Kim-Renaud, Marotta, Miller, Mueller, Robin, Robinson, Rycroft, Shen, Simon, Wilmarth, Wirtz, and Zea

Absent: Deans Brown, Frawley, Katz, Lawrence, Phillips, Scott, and Whitaker; Professors Castleberry, Delaney, Friedenthal, Gallo, Pagel, and Vergara

The meeting was called to order by Executive Vice President for Academic Affairs Donald R. Lehman at 2:25 p.m.

APPROVAL OF THE MINUTES

Vice President Lehman requested that the Senate approve both the minutes of the Special Senate meeting held on May 9, 2005 and the Regular Senate meeting held on May 13, 2005 simultaneously. There being no objection, the minutes were approved as distributed.

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

RESPONSE OF ADMINISTRATION TO SENATE RESOLUTIONS – 2004-05 SESSION

Vice President Lehman called on Professor Griffith, who noted that the administration response to Resolution 05/2, paragraph one, subparagraph two, is unresponsive, in that the Resolution requests the formulation of a three year plan for attaining the 80th American Association of University Professors (AAUP) percentile salary goal, and for ensuring that each school is above the 60th percentile. Vice President Lehman said that he thought the response adequate in that step one of the plan is furnishing additional monies this year to bring faculty salaries in line with the 80th AAUP percentile. Planning for the next step will not be possible until the administration can assess the effect of the 6% salary increase due in January, 2006. Realistically, it will probably be April before

this assessment can be made. Professor Griffith asked if this meant the administration would have to await publication of the AAUP faculty salary data for the year, and Vice President Lehman confirmed that this was so.

Professor Mueller followed up on Professor Griffith's comment by noting for the record that the administration response to Resolution 05/2 does not mention raising faculty salaries above the 60th percentile in all Schools. In at least two Schools, faculty salaries have not reached the 60th AAUP percentile, and in his own School, [the Graduate School of Education and Human Development (GSEHD)], this is an issue that comes up repeatedly when salaries are discussed. Vice President Lehman noted this concern.

FUNDING CLASSROOM RENOVATIONS -- PAST AND FUTURE

Vice President Lehman began by saying that he thought it would be timely to brief the Senate on this topic, as he had written to the Executive Committee Chair to inform her of the impact of the reduction in supplemental funding from endowment funds on the renovation of classrooms and laboratories. Whereas in prior years Academic Affairs has had \$1.5 million of supplemental endowment payout per year to devote to such activity, such a pool of money (available from other sources) has now been reduced to \$100,000 per year. Vice President Lehman then reviewed the uses to which the annual allocation of supplemental funds have been directed over the past six years.

In 1998, the basement paleobiology lab in Bell Hall was renovated, as were two research labs and two teaching labs on the first floor. Two classrooms were also renovated. Next door, in Lisner Hall, a geology teaching lab was renovated, as were classrooms. In Gelman Library, two classrooms were renovated. In Smith Hall of Art, funds were expended on the serigraphy studio.

In 1999, in Corcoran Hall, the large lecture hall [101] was renovated, as were four first floor classrooms in Phillips Hall, four rooms in Gelman Library on the sixth floor, and three classrooms in Tompkins Hall. Study carrels were also provided in Gelman Library that year. A teaching lab was renovated in Lisner Hall, along with three chemistry labs, one physics lab, and two biology labs. The hominid paleobiology lab associated with the Luce Professorship, was renovated

In 2001, the administration discovered that technology which was supposed to be installed in the Media and Public Affairs building did not exist, so all of the supplemental funding was used for that purpose and nothing else was done that year.

In 2002, the administration devoted supplemental funds to a general purpose classroom technology upgrade. This major project was undertaken in close consultation with the Technology and Infrastructure Committee of the Board of Trustees.

That same year, three biology labs, one of which was a teaching lab, were renovated, and a nuclear physics lab was completed for the Chemistry department. A power upgrade in Corcoran, involving running electrical cables under the street, was finished.

Academic Affairs received its last supplemental fund allocation of \$1.5 million in 2002, so in 2003, with residual funds left over from prior years, two rooms in Rome Hall and one music classroom in Phillips were improved. The following year, 2004, one classroom in Bell Hall was completed, along with two labs.

Going forward, Vice President Lehman said he expected that approximately \$100,000 per year in non-endowment monies would be made available for classroom renovations. Associate Vice President Linebaugh noted that some renovations would continue to be funded directly by the Schools. Vice President Lehman said he thought this was a good point, and that School R-funds, or money raised by the Deans, could be used for these purposes, but that would mean fewer School funds could be devoted to other uses.

Professor Griffith asked about the median expenditure for classroom renovations. Vice President Linebaugh said he thought that because the cost of projects ranges from \$10,000 to over \$1 million, a median figure might not be very meaningful. Professor Griffith then asked what, for example, could be done with \$100,000. Vice President Linebaugh responded that that amount would typically fund one classroom renovation, including technology installation.

Professor Robin inquired about the selection of furniture for renovated classrooms. Replacing desks with long tables attached to the floor makes it difficult to rearrange a classroom. Professor Robin asked if this creates savings for the University or is for another reason. Vice President Linebaugh said that a decision was made in the design of the Media and Public Affairs building that any classroom seating over 50 would be tiered. This helps to ensure good sight lines. Vice President Linebaugh said that if funds were available he would like to replace the tablet armchairs in several classrooms. Much of the funding available this year will be spent on replacing whiteboards.

Professor Gupta observed that investment returns have improved for some time, and he asked how likely it was that the Board of Trustees would authorize a higher payout from the endowment. Vice President Lehman said that he thought the Board would like to see the percentage payout lower than it currently is. While it is true that the corpus of the endowment is approximately \$800 million, and the current payout is approximately 4.7%, other normative university payouts range from 4.1 to 4.3%. Vice President Lehman said he thought the Board would prefer a lower payout, if anything.

CHANGE IN THE ORDER OF THE AGENDA

Because Executive Vice President and Treasurer Katz was not due to arrive at the meeting to make his presentation until 3:15 p.m., Professor Robinson moved that the order

of the agenda be changed so that General Business could be considered next. The motion was seconded, and passed.

GENERAL BUSINESS

I. NOMINEES FOR ELECTION TO THE DISPUTE RESOLUTION COMMITTEE

Professor Robinson moved the nominations for election of the following faculty members to the Dispute Resolution Committee: Professors Brian L. Biles (SPHHS), and Guillermo Gutierrez (SMHS) [replacing Professors Jeffrey P. Smith and Salman Kazmi, respectively]. The nominations were approved unanimously.

II. NOMINEES FOR ELECTION TO SENATE STANDING COMMITTEES

Professor Robinson moved the nominations for election of the following faculty members to Senate Standing Committees: Appointment, Salary, and Promotion Policies: Philip W. Wirtz Honors and Academic Convocations: Barbara D. Miller, Chair; Fiscal Planning & Budgeting: Joseph Cordes, Randall Packer, Henry Solomon, Harry Watson; University & Urban Affairs: Stuart A. Umpleby. The nominations were approved unanimously.

III. ANNUAL REPORTS FROM SENATE STANDING COMMITTEES

Annual Reports were received from the following Senate Standing Committees: Faculty Senate Executive Committee, Appointment, Salary and Promotion Policies, and the Joint Committee of Faculty and Students. (The Reports were distributed with the meeting agenda)

IV. REPORT OF THE EXECUTIVE COMMITTEE

Professor Robinson presented the Report of the Executive Committee, which is enclosed.

BRIEF STATEMENTS (AND QUESTIONS)

Online Evaluations

President Trachtenberg asked if the online course evaluations had proven useful. Professor Robinson said she hoped the Committees reviewing this would have enough data to make some assessments.

Professor Cordes said his department had participated in the online evaluation twice. He said he thought the instrument was fairly good. He asked if departments would still be able to use the evaluations for fall and spring 2005-06, or if the process was essentially timed

out. Professor Robinson said that the idea at this point was to suspend the evaluations and to go back and follow the procedure established for review of the process.

Professor Briscoe said his department had a very good response to the online evaluations, and he asked if departments could continue to use them. Professor Robinson said the reason online evaluations had been suspended was because, unfortunately, faculty were not consulted before students had completed them. This raises an issue of classroom intrusion, and possibly issues of academic freedom as well. Professor Robinson said that she was happy to have her courses evaluated, but that she would like to know when they are being evaluated and what instrument will be used. None of this happened with the online evaluations.

Professor Robin asked if the decision to implement online evaluations was actually made by individual departments. Professor Robinson said that she did not know because it varied from School to School. Professor Griffith said that it was left up to departments in Columbian College of Arts and Sciences (CCAS) to decide if they wished to participate. He added that his department, Philosophy, had opted out.

Professor Mueller said that in the GSEHD, departments were given a choice to participate or not; his own department decided not to based on such issues as the response rate and accreditation concerns.

Professor Wirtz said this issue came up in the Business School this summer because it was a duplication of that faculty's effort to establish its own evaluations. Faculty worked for two years on this project, and found out after the fact that students were being asked to fill out an entirely independent online evaluation. It seems there were dual objectives for the online evaluations. The first was an objective of the Student Association which was purely evaluative. The second objective was to give instructors feedback. There seems to be far more enthusiasm among the Business School faculty for the second objective than for the first and the Faculty Senate should be involved in coordinating any such effort to establish online evaluations.

Hurricane Relief

Professor Miller asked where the money raised in the hurricane relief fundraising effort would be directed. President Trachtenberg said that it would go to the Red Cross. The University is also admitting students from the storm stricken area, and a squadron of health care providers from the Medical Center is scheduled to go to New Orleans and Mississippi.

Professor Robinson asked President Trachtenberg how the University is handling tuition charges to the temporary students. President Trachtenberg said GW is lending, interest-free, up to \$15,000 per student. This amount is functionally half a year's tuition. This loan is subject to resolution of the students' economic relationship with their home institution. So, for example, if there are federal funds that the University is entitled to, Pell

Grants and so forth, these monies would ultimately be an offset against any loan. And if a student's home institution refunds tuition which has been paid, GW would expect that its loan would be repaid. If home schools do not return tuition monies to these students, GW will essentially absolve them of any debt.

Professor Simon said he had just learned that the Medical Center delegation's trip was now on hold, as there was no place for them to go. President Trachtenberg said that the last thing he had heard was that they are still going, but regardless, he thought their heart was in the right place.

Classroom Scheduling Report

Professor Griffith asked Vice President Lehman to comment on the Classroom Scheduling Report just distributed to the Senate without any introductory remarks. Vice President Lehman said the report was presented to the senior staff and the President, and they thought it an impressive piece of work. Academic Affairs is hard at work implementing recommendations contained in the Report, including a complete reorganization of the Registrar's Office. Following centralization of scheduling activities, as advised by the Report, classroom scheduling will again be evaluated in two years. Professor Griffith asked Vice President Lehman to consider a written response to the report focusing on the recommendations which are being implemented, as the Task Force has heard no response thus far. Vice President Lehman agreed to do so.

Professor Griffith then said that CCAS department chairs were advised that within the next couple of weeks, they would receive a list of the number of "homeless classes." He asked if it would not be advisable to examine improvements in the scheduling process once this list was made available. Registrar Amundson advised that the list to be distributed would list homeless classes for Spring, 2006, scheduling for which started some six months ago. She said she thought evaluation of scheduling improvements should be deferred until the following semester when scheduling for Fall, 2006 would take place.

Professor Griffith observed that 2006 would be the beginning of the absolute low point in terms of classroom shortages on campus, an observation with which Vice President Lehman and Registrar Amundson agreed. Professor Griffith added that he thought it would be useful for future reports to include information on Spring 2006 scheduling and there was no disagreement on this point.

Task Force on the possible establishment of a 4 x 4 Curriculum

Professor Englander asked for an update on the work of the Task Force. Vice President Lehman said that the Task Force had met first in April, then twice in May, and twice in June. It had just convened for the sixth time that day with perfect attendance. The Committee has now delineated all of the issues that it will need to address, including communications with faculty, issues of administration, and issues having to do with

resources (including possible resource savings). The Task Force will also take advantage of the opportunity to examine the graduate curriculum.

Vice President Lehman then described the day's meeting, where the student who recently wrote an editorial letter to The Hatchet was invited to the discussion. Student attendance at meetings has been excellent, he added. Four faculty members selected by the Senate – Professors Cherian, Dunn, Lang, and Rycroft --also serve on the Task Force. Following the roundtable discussion, the Task Force decided which educational institutions it would visit as part of its work. Among these are Boston University, and Northeastern in Boston (which switched from a 3 x 5 to a 4 x 4 curriculum some four or five years ago). Task Force members will also visit New York University which has a 4 x 4 curriculum, and Columbia University, which is considering the possibility. The University of Pennsylvania and Swarthmore will also be visited. At Duke University the Task Force will visit Trinity College (the liberal arts college) and the Engineering School, which both operate under a 4 x 4 arrangement. These campus visits will take place in October and November.

At the next meeting of the Task Force, the group will discuss academic aspects of a 4 x 4 curriculum. Professor Englander asked if the group would examine the impact of such a curriculum on faculty, and Vice President Lehman said that it would look at the impact such a curricular shift would have on the composition of the faculty, whether full or part-time.

Professor Mueller asked what effect, if any, establishment of a 4 x 4 curriculum would have on graduate programs, and secondly, on graduate schools. Vice President Lehman said these questions would be examined, and he invited GSEHD to recommend a faculty member to serve on the Task Force, as there is no one from the School presently serving.

Professor Robin asked how the University would accommodate a 4 x 4 curriculum and come up with space for the extra hour of undergraduate class time that would be involved. Vice President Lehman said this could be done by reducing the number of courses presently offered by twenty percent.

Professor Wilmarth asked if it was clearly understood that if a 4 x 4 curriculum were adopted, this would mean four classroom hours for each of the four courses. Vice President Lehman said this was under discussion along with other issues. Other institutions which have adopted a 4 x 4 curriculum for the most part seem to offer four hours of "seat time" per class.

Budget Reporting

Professor Griffith, Chair of the Fiscal Planning and Budgeting Committee, offered an update on the administration's response to the Senate's request that information about the budgeting process be both more forward-looking and transparent. Over the summer, the Executive Vice President and Treasurer and the Budget Office developed a proposed

schedule for budget consultation, and the plan provides that they will present three year budget proposals to the Deans and various groups, including the Faculty Senate, in September. This information will be refined in October, and then, roughly every month there will be additional updates. Professor Griffith said he had responded to this proposed plan, but he had not yet had an opportunity to examine the revised plan. If this plan goes forward, Professor Griffith said he thought it would be responsive to the Senate's request for more longer term budget information, and he added that he thought the Deans were pleased at receiving this more comprehensive information as well.

Tributes to Retiring Faculty

Professor Zea read a tribute to Professor Joseph L. Tropea of the Sociology department, who retired in May, 2005. (The tribute is attached.)

UPDATE ON CAMPUS CONSTRUCTION/RENOVATION AND SQUARE 54 DEVELOPMENT

Executive Vice President and Treasurer Louis H. Katz distributed a summary of renovations and improvements made to the University's residential, academic, and institutional facilities over the summer. He then briefly summarized developments in each area.

In terms of residential improvements, the former Sigma Alpha Epsilon facility at 2034 G. Street was acquired by the University and converted into a residence hall/affinity house for freshmen. The building also houses locker room facilities for University Police officers on the lower level which are accessible via a separate entrance. Exterior improvements were made to the International House, a new fire sprinkler system was installed, and the roof was replaced at the West End, and the building access control system at the Dakota was updated. The structural framework was completed for a new residence hall for 379 students to be located on the parking lot adjacent to 2025 F Street (the Support Building). Completion and occupancy is planned that for Fall semester 2006. Improvements to the air-conditioning system were made at the Hall on Virginia Avenue, and the basement theater in Mitchell Hall was renovated. The University is also considering re-development of the Pelham Hall site, and examining current and future possible uses for Ames Hall.

On the main campus, improvements to academic facilities included completing a new laser laboratory for the Keck Foundation in Corcoran 405. Planning is well underway for a comprehensive renovation of the Hall of Government and Monroe Hall, and this facility is expected to open for the Fall 2007 semester. The new six-story Duques Hall (School of Business) is currently under construction and on schedule for occupancy in November, 2005, with classes held there beginning in the Spring, 2006 semester.

Renovation of floors 3-6 in Fungler Hall will be completed by December 2005, and include connecting this building to Duques Hall. Existing terraces have been

waterproofed, and new terraces have been constructed between Fungler, Duques, and Tompkins Halls. In Corcoran Hall a hazardous waste facility is under construction to support most of the academic and research activities on the main campus, excepting the Medical Center. In the Academic Center a comprehensive emergency generator replacement and upgrade project is underway. Work will commence this fall on office renovations in the basement of Bell Hall. Gelman Library improvements include a renovation of work areas, construction of a new third-floor computer and electronic classroom, and installing a new fire sprinkler system for the building. In Rome Hall, the Student Accounts space will be renovated beginning in October, 2005, with completion scheduled for January, 2006.

At the Mount Vernon campus, ten offices in the academic building were renovated. At the Loudon campus, space for the pharmacogenomics program was built out and renovated.

In the Law School, the fourth floor of Stockton Hall was renovated for faculty offices. Renovation of Lisner Hall will include faculty/staff offices, a student lounge, and a food venue, with work to begin starting in January, 2006.

At the Medical Center, the second of three phases of the façade repairs and coating at Ross Hall will continue. Three laboratories on the sixth floor of Ross Hall, and restrooms on the first and second floors, were renovated.

Other improvements to University facilities included the addition of new "blue" emergency phones at five locations around campus and the installation of additional security cameras at the University Parking Garage. Structural analysis is underway for a garage concrete repair and rehabilitation project. In Lisner Auditorium, improvements made to the lobby and reception hall included the installation of new carpeting, new lobby finishes, and renovation of the lower level bathrooms. With a projected opening in Fall, 2006, Quigley's will be converted to a dining venue. This project has been submitted for permits and final construction drawings are due this month. Finally, the University continues to move administrative functions from Foggy Bottom to the Virginia campus and this will continue throughout the year. (The Facilities Update is attached.)

Vice President Katz then turned to the second part of his presentation, saying that the report distributed to the Senate was a version of the one used in community meetings over the summer which were convened for the purpose of community input into planning for campus development, including Square 54 (the old Hospital site). The report was prepared by a planning and architectural firm retained by the University, Ehrenkrantz, Eckstut & Kuhn, and Julyan and Julyan are serving as community facilitators in the planning process. The University has worked closely with the D.C. Office of Planning (OP) and the local Advisory Neighborhood Commission in seeking input from the community about campus development.

Vice President Katz then briefly outlined key points contained in The Foggy Bottom Campus Development Study (the Study is attached), which includes design goals, principles, and concepts central to the planning effort. Important principles guiding campus development include planning and streetscape design for the neighborhood which will promote improved access to the surrounding area, including the Kennedy Center, Rock Creek Park, and the Potomac Riverfront; accommodating GW's forecasted academic and housing space needs (some two million square feet) inside campus boundaries, and emphasizing GW's identity in areas where University uses are most intense. New student housing is to be designed to minimize its direct impact on existing private residential buildings.

Another important design principle is the preservation and enhancement of structures with distinct and/or historic architectural character, and building new facilities that are compatible with the scale and character of the neighborhood. Yet another key design principle is the creation of campus "places" along five streets in and around the campus: along Pennsylvania Avenue, Washington Circle, and 23rd Street, with density highest adjacent to this area; "College Walk," or H Street, which is the preferred location of future academic buildings and limited residential facilities; G Street and F Street, on which both academic and residential facilities will be located; and the proposed Town Center at Square 54 to be developed along with an I Street retail corridor at ground level. Since vehicular traffic through campus travels primarily on the streets running north to south, east and west corridors will be developed for pedestrian use, and a "College Mews" concept will feature enhancing informal pathways and linkages throughout the campus, offering access to University buildings in an atmosphere of small scale spaces and landscapes.

All of the information provided to the Senate has been presented at some length to the Foggy Bottom/West End community in a series of meetings over the summer. The Urban Land Institute issued a report on this subject, and the University has actively sought feedback on its plans from community stakeholders, which included holding office hours where community members could stop by, offer their input, and state their concerns and issues. All of the information provided so far during this process is available on a frequently updated website, which Vice President Katz invited the Senate and members of the University community to visit at: www.neighborhood.gwu.edu.

Professor Griffith asked where GW is in the process of seeking a raise in the density cap from the District of Columbia to supplement development on Square 54. Vice President Katz said that thus far there is a lot of community support for this, and the official application will be filed this fall. It could take anywhere from 12 to 18 months from the date of the filing in order for a final ruling to be secured. Professor Griffith also asked about a plan to improve the School Without Walls on G Street, and Vice President Katz said that a proposal to secure some development rights on campus from the District in exchange for providing funds to build a new School Without Walls would be presented to GW's Board very soon.

Professor Mueller inquired about the possible placement of new residential facilities facing F Street, with academic facilities on G Street. Vice President Katz emphasized that planning at this stage is conceptual and can change, but that residential development on F Street can be done without the need to rearrange existing academic space on G Street, particularly in the townhomes adjacent to the School Without Walls. Development of residential facilities will also assist GW in meeting its commitment to D.C. to house its students on campus, and importantly, can be done now because such facilities produce a revenue stream [as opposed to academic facilities which do not].

Professor Miller asked about GW use of the Aston on New Hampshire Avenue, and Vice President Katz said that the University acquired this building several years ago, and it is used to house students. Discussion followed about possible future uses of the Aston and the fate of the Hall on Virginia Avenue, both considered off campus properties by the District. One idea under consideration is surveying staff and faculty in order to see if there is any interest in provision of residential facilities for these groups by the University.

ADJOURNMENT

Upon motion made and seconded, the meeting was adjourned at 4:15 p.m. Vice President Lehman invited everyone present to participate in a tour of the new Business School, Duques Hall.

Elizabeth A. Amundson

Elizabeth A. Amundson
Secretary

A TRIBUTE TO JOSEPH L. TROPEA
Professor of Sociology

Joe Tropea retired in May, 2005 after almost four decades of service to George Washington University, including two years as a member of the Faculty Senate.

After earning his Ph.D. at George Washington, Professor Tropea joined the faculty in 1966. During these years he has published on a wide range of topics including post-Viet Nam transformations in the U.S. Officers Corps, Progressive-Era changes in municipal administration, long-term changes in Anglo-American law, and comparative approaches to management in command and market economies. He has lectured throughout the nation and in 20 nations around the world.

Professor Tropea has provided valuable service to the George Washington community. In addition to serving on the Faculty Senate he was Chair of the Department of Sociology where he created its Criminal Justice undergraduate major.

But Professor Tropea's primary contributions have been to his students at George Washington. He taught more than 40 different courses at the undergraduate and graduate levels in the Schools of Law, Engineering, and Education as well as the Columbian College of Arts and Sciences. He has served on doctoral committees for students in Business and Education as well as the Columbian College. And for many years he was the Undergraduate Coordinator for the Department of Sociology where he provided direct, personal guidance to thousands of students.

Professor Tropea leaves George Washington having left an important mark on many students and other members of the university community.

Gregory D. Squires, Professor and Chair
Department of Sociology

George Washington University Senate
Meeting of September 9, 2005

Facilities Update

September 2005

RESIDENTIAL

2034 G Street (former SAE fraternity) – The building has been converted into a 31-bed residence hall / affinity house for freshman. A significant renovation of this three-story building was completed over the summer including new electrical, data/telecommunications, mechanical systems, additional bathrooms, all new interior finishes and an apartment for a Community Director (CD). There are also locker room facilities for UPD officers in the lower level with a separate entrance.

International House – Exterior balconies underwent concrete repairs, and had guardrails replaced.

West End – A new building fire sprinkler system was installed and the roof was replaced.

Dakota – The building access control system was converted to GWorld. Interior building access and security controls, and security monitoring systems, were also upgraded.

Square 103 – A new residence hall for 379 students to be located in the parking lot adjacent to 2025 F Street (Support Building). The structural frame was completed this summer. Interior mechanical and electrical infrastructure is ongoing. Exterior closure is well underway. Completion and occupancy is planned for the fall semester 2006.

Hall on Virginia Avenue – Mechanical distribution piping was replaced to help bedroom HVAC units to run more efficiently.

Mitchell Hall – The basement theater was renovated.

Pelham II – A mixed-use building is being programmed for the possible redevelopment of the Pelham Hall site. The building is currently anticipated to feature a residence hall, food service and classrooms, as well as auxiliary and support spaces. The size of each component and configuration of the building is not yet known. This programming effort will also examine the current and future uses possible for Ames Hall. The projected delivery / opening would be for the fall semester 2009.

ACADEMIC-MAIN CAMPUS

Corcoran 405 – A new laser laboratory for the Keck Foundation was completed.

Hall of Government / Monroe – Planning and design for a comprehensive renovation is well underway. Renovation work is scheduled to commence in January 2006. The renovation will feature new electrical, data/telecommunications, mechanical systems and new finishes. An elevator will be added, and there will be updated bathrooms on every floor. The renovated building will open for the fall 2007 semester.

Duques Hall (School of Business) - New six-story building is currently under construction adjacent to Funger Hall. Completion is on schedule for late fall 2005, in time for classes in the spring semester, 2006. Occupancy will begin in November 2005.

Funger Hall - Renovation to floors 3-6 will be completed by December 2005. Restrooms, faculty offices and three classrooms were renovated on the Second Floor. Faculty and department offices will connect to the new Duques Hall addition. The terraces around Funger Hall have been waterproofed and will be updated. A new terrace has been constructed between Funger, Duques and Tompkins.

Corcoran Hazardous Waste Facility – A new central handling and preparation / disposal facility is under construction on the Basement level of Corcoran Hall. The new facility, constructed in accordance with EPA guidelines, is intended to support the programmatic needs of most main campus academic and research programs, with the exception of the Medical Center / Ross Hall.

Academic Center – A comprehensive emergency generator replacement and upgrade project is underway. Phase II of the work, to include the replacement of the building fire alarm system is about to begin construction. Completion of both phases of work will be by November 2006.

Bell Hall – A lab and office will be renovated on the Basement level. Design and construction drawings are nearly complete. Work will commence this fall.

Gelman Library – A new third floor computer and electronic classroom were constructed. Various adjacent work areas were renovated. A new building fire sprinkler system is under construction and will complete in early 2006.

Rome Hall First Floor – The renovation the Student Accounts space will begin in October 2005. Completion is scheduled for January 2006.

ACADEMIC-MOUNT VERNON CAMPUS

Academic Building – Ten offices were renovated.

ACADEMIC-LOUDOUN CAMPUS

Building 2 – Built out and renovated office space for the Pharmacogenomics Program

ACADEMIC-LAW

Stockton Fourth Floor – The floor was renovated for faculty offices.

Lisner Hall – The building will be renovated starting in January 2006. The renovated building will feature faculty/staff offices, a student lounge, and a food venue.

ACADEMIC-MED

Ross Hall Façade Repair - The second phase of the exterior facade repairs and coating will continue through October-weather permitting. The third phase of the repair and coating work will resume in May 2006.

Ross Hall Sixth Floor – 3 labs were renovated.

Ross Hall Restrooms – First and Second Floor restrooms were renovated.

INSTITUTIONAL-OTHER

Emergency Phones – New 'Blue' emergency phones are being added at 5 locations around campus. The new locations include behind Building 'EE' / 2100 Pennsylvania Ave off of 'Eye' Street; in the alley behind 2000 Penn and 812 / 814 20th Street; in the parking area behind the West End apartments, adjacent to the Academic Center loading area; in front of Strong Hall adjacent to Lenthal House; and at the shuttle bus stop adjacent to Fulbright Hall on 'H' Street. Completion is anticipated by end of the fall semester 2005.

University Parking Garage – Additional security cameras were installed. Structural analysis is underway for a garage concrete repair and rehabilitation project.

Lisner Auditorium – New lobby and reception hall carpeting was installed in the upper and lower level lobbies. New lobby finishes were installed and the lower level bathrooms were renovated.

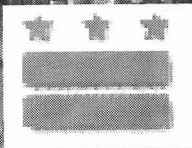
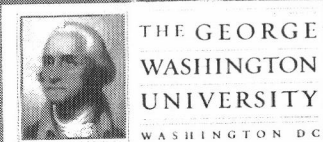
Quigley's – The building will be converted to a dining venue. Projected opening is fall 2006. The project has been submitted for permit and final construction drawings are due this month.

Building 2 – Various moves of departments from Foggy Bottom to the Virginia campus occurred and will continue through the end of the year.

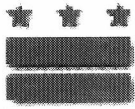


Foggy Bottom Campus Development Study

Faculty Senate Update
September 9, 2005



Ehrenkrantz
Eckstut
&
Kuhn
Architects

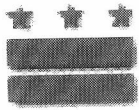


THE GEORGE
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EE&K Architects
Julyan & Julyan



- OP's Design Goals
- Design concepts for campus and its relationship with Foggy Bottom/West End
- GW Development Program
- 5 Places:
 - Pennsylvania Avenue, "Washington Circle" and 23rd Street
 - "College Walk" or H Street
 - G Street
 - F Street
 - "The Town Center": Square 54 and I Street Retail Corridor
- Summary



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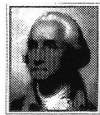
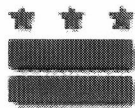
The Campus In Context



Design Principle:

- Planning and streetscape design for the neighborhood to promote improved access to important places just outside the neighborhood, such as the Kennedy Center, Rock Creek Park and the Potomac Riverfront





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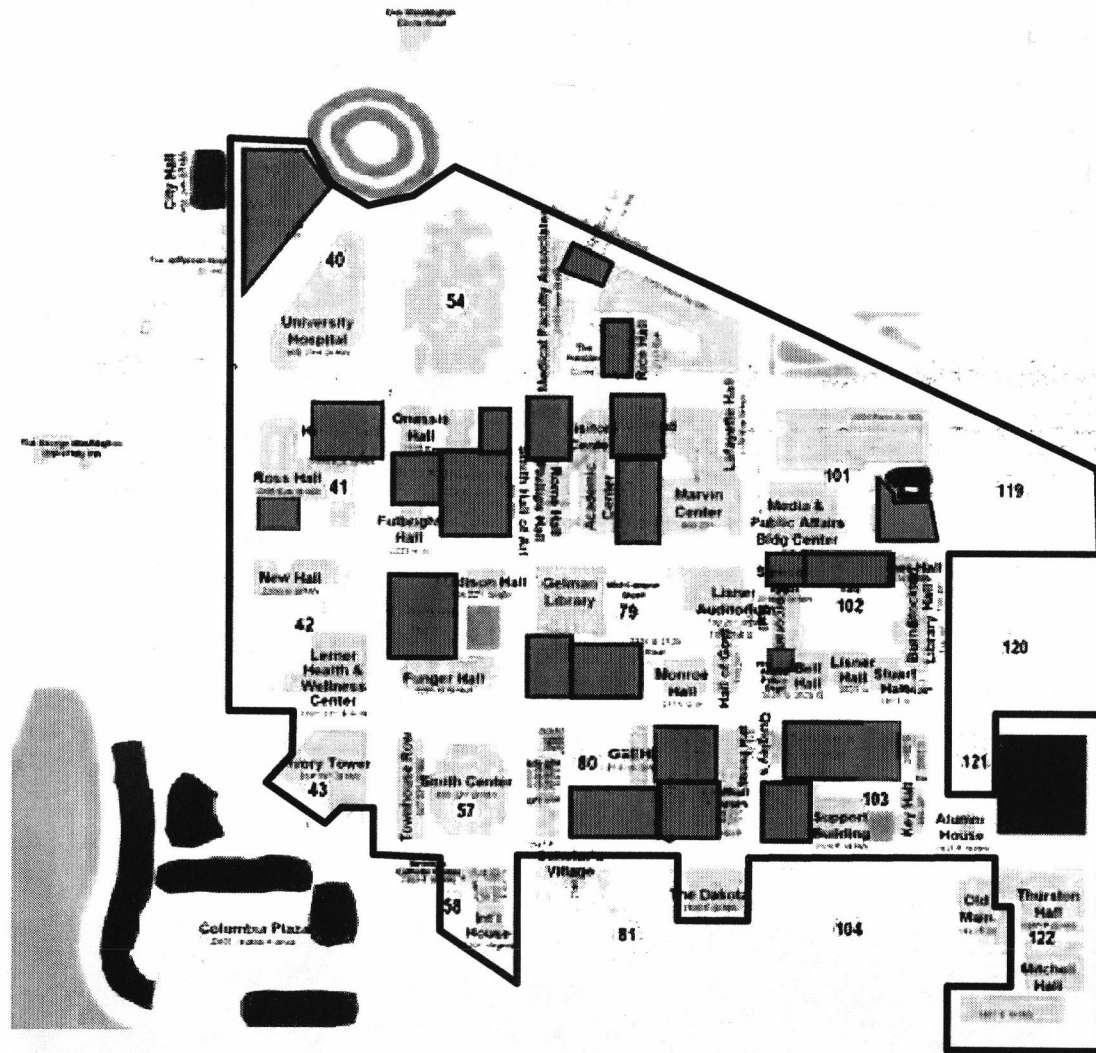
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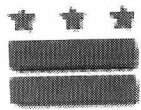
GW Development Program



Design Principle:

- Accommodate GW forecasted academic and housing space needs inside campus boundary
- Concept: 2.0 million GSF of future growth for GW at identified sites
- Academic uses include: classrooms, labs, offices, support spaces and other university facilities





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GW Development Program

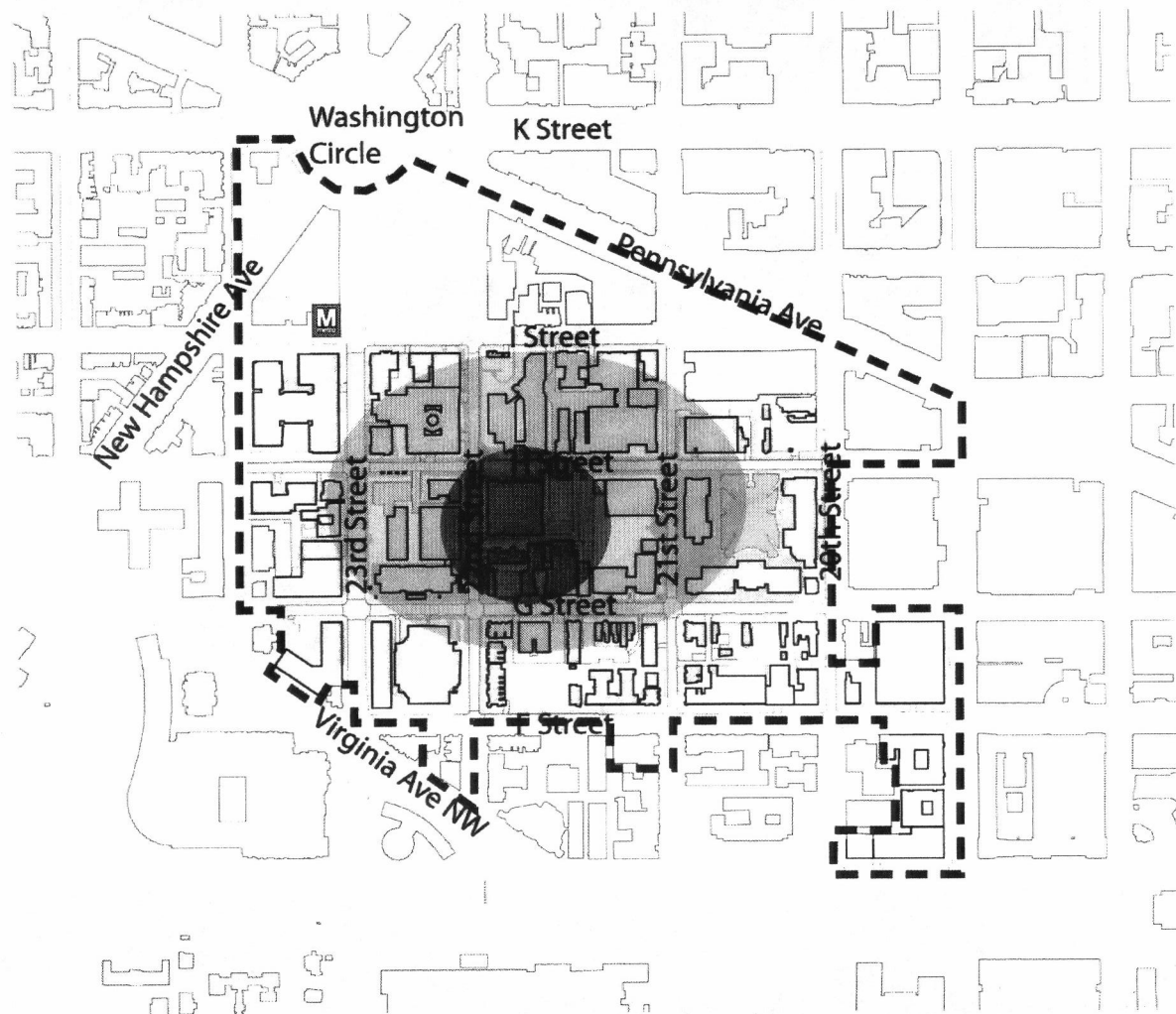


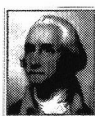
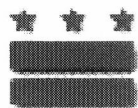
Design Principle:

- Emphasize GW identity in areas where university uses are more intense

Concept:

- New GW academic and housing growth is within campus boundaries and concentrated in areas where university uses are more intense
- GW's activities are concentrated in areas where university uses are more intense
- Branding becomes prominent in areas where university uses are more intense





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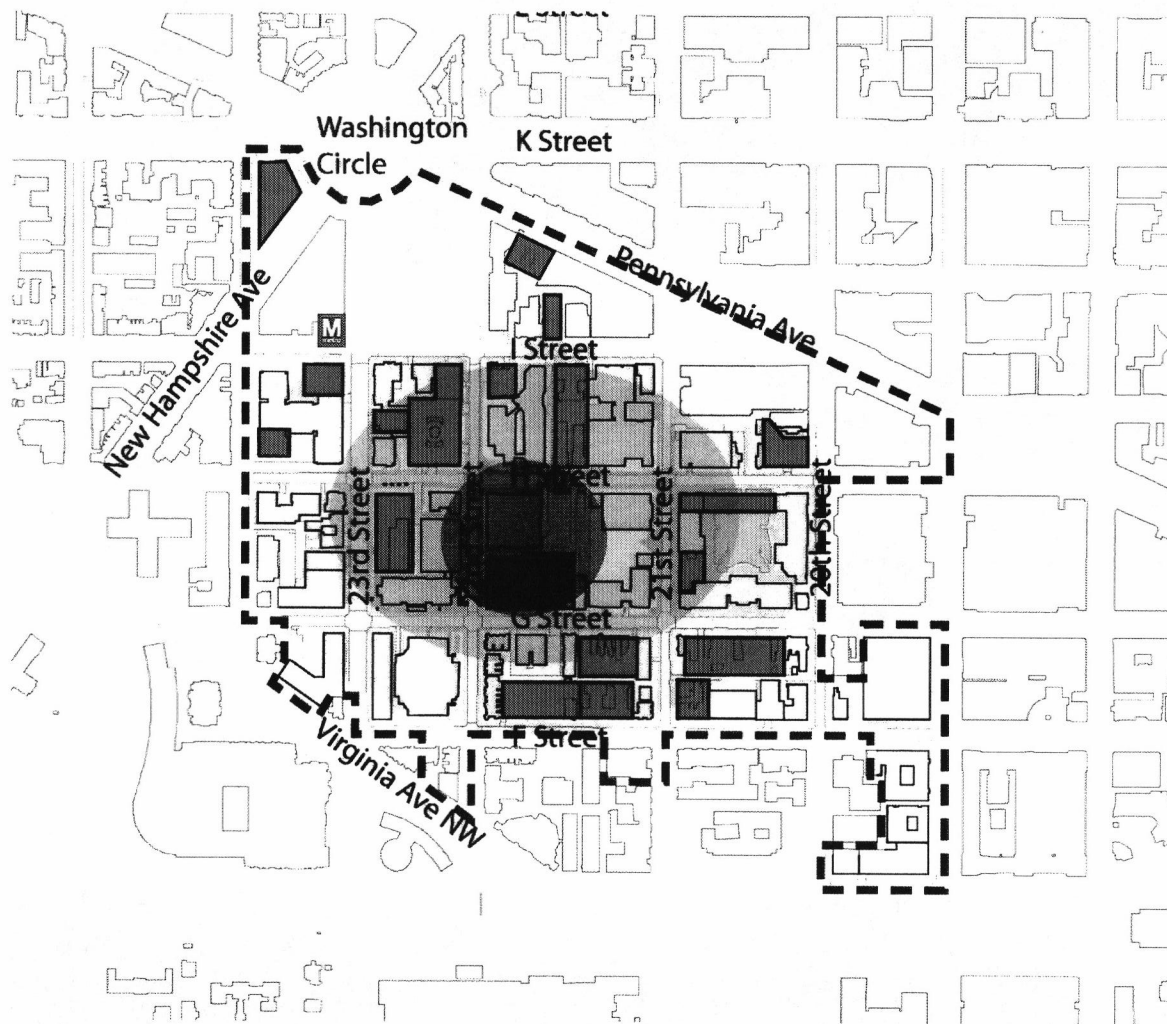
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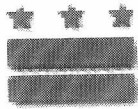
GW Development Program: Potential Sites



Concept:

- University future growth in 2,000,000 gsf of academic and residential uses (active uses)
- New student housing is designed to minimize direct impact on existing private residential buildings
- +/- 1,000 beds on a combination of buildings on existing open sites and new construction where there are existing buildings





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Architectural Character



Design Principle:

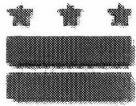
- Preserve and enhance contributing structures with distinct and/or historic architectural character (e.g. Law School addition) to the greatest extent possible, and build new facilities that are compatible with the scale and character of the neighborhood (e.g. Townhouse Row)



Townhouse row



Law School Addition from 20th & G Streets



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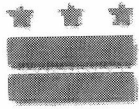
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Campus Character



Campus “Places”:

- Pennsylvania Avenue, “Washington Circle” and 23rd Street
- “College Walk” or H Street
- G Street
- F Street
- “The Town Center”: Square 54 and I Street Retail Corridor



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Pennsylvania Ave, Washington Circle and 23rd St.

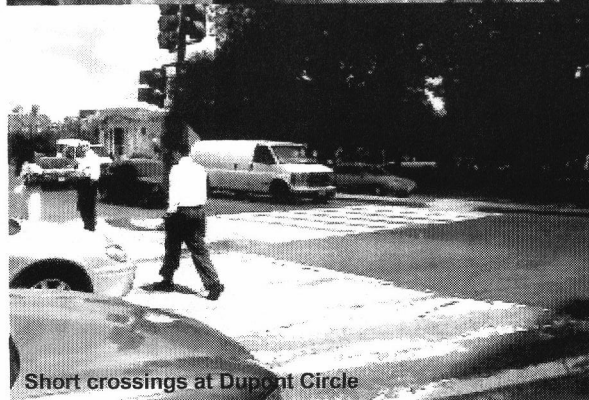


Design Principle:

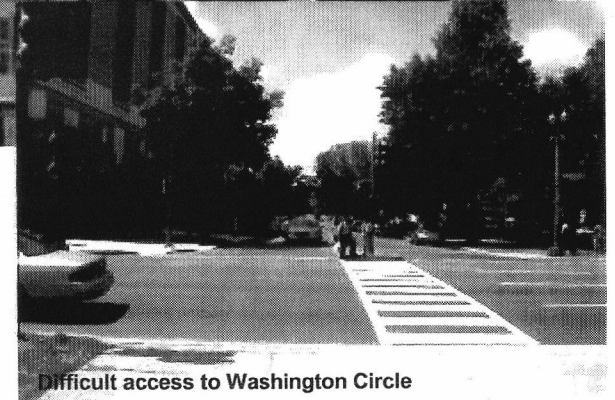
- The approaches to Washington Circle provide a safe environment with streets that are convenient and easy to cross

Concept:

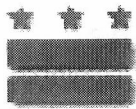
- Redesign Washington Circle
- New design to include ground-level uses, improved traffic flow, crosswalks and arrangement of the park itself



Short crossings at Dupont Circle



Difficult access to Washington Circle



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Pennsylvania Ave, Washington Circle and 23rd St.

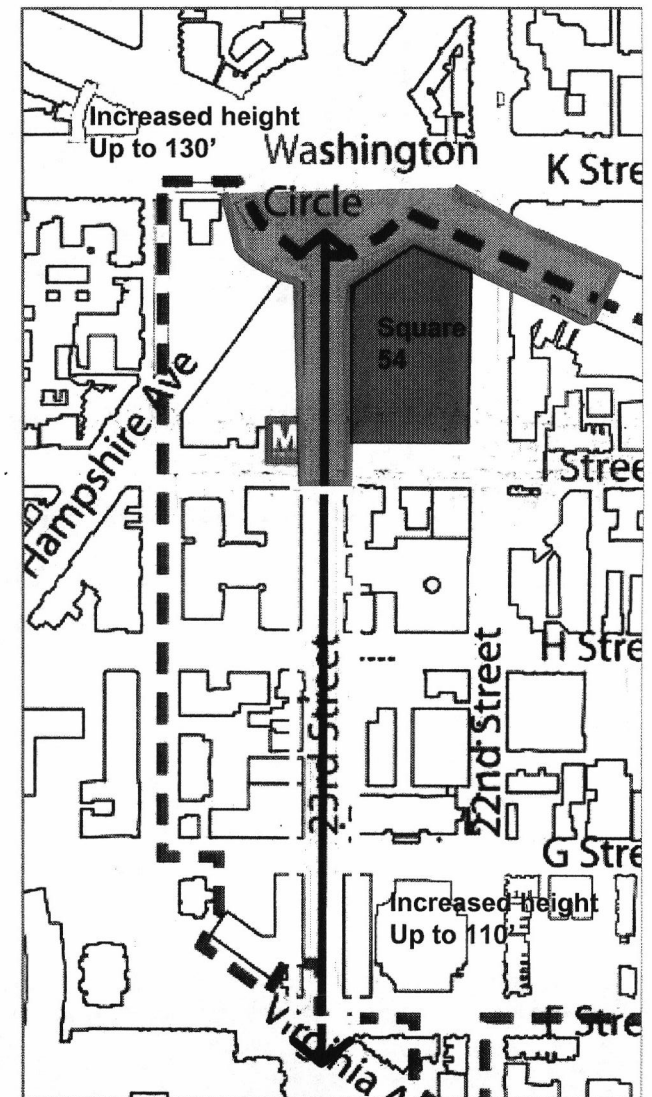
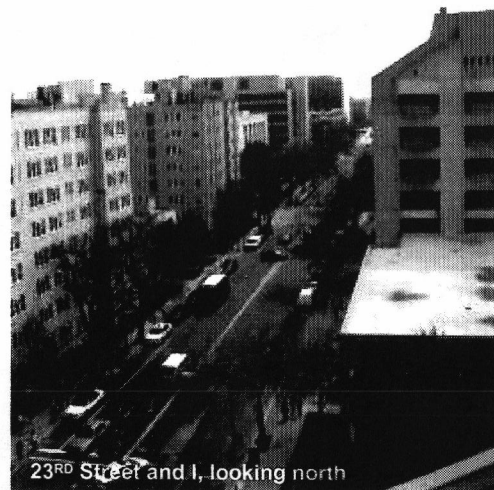


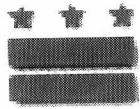
Design Principle:

- 23rd Street remains an important vehicular street for the region yet could be supported by an improved pedestrian environment at Square 54 and the Metro station

Concept:

- Density is highest adjacent to the Foggy Bottom Metro station along 23rd Street, Washington Circle and Pennsylvania Ave.





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Campus Character: Five Streets

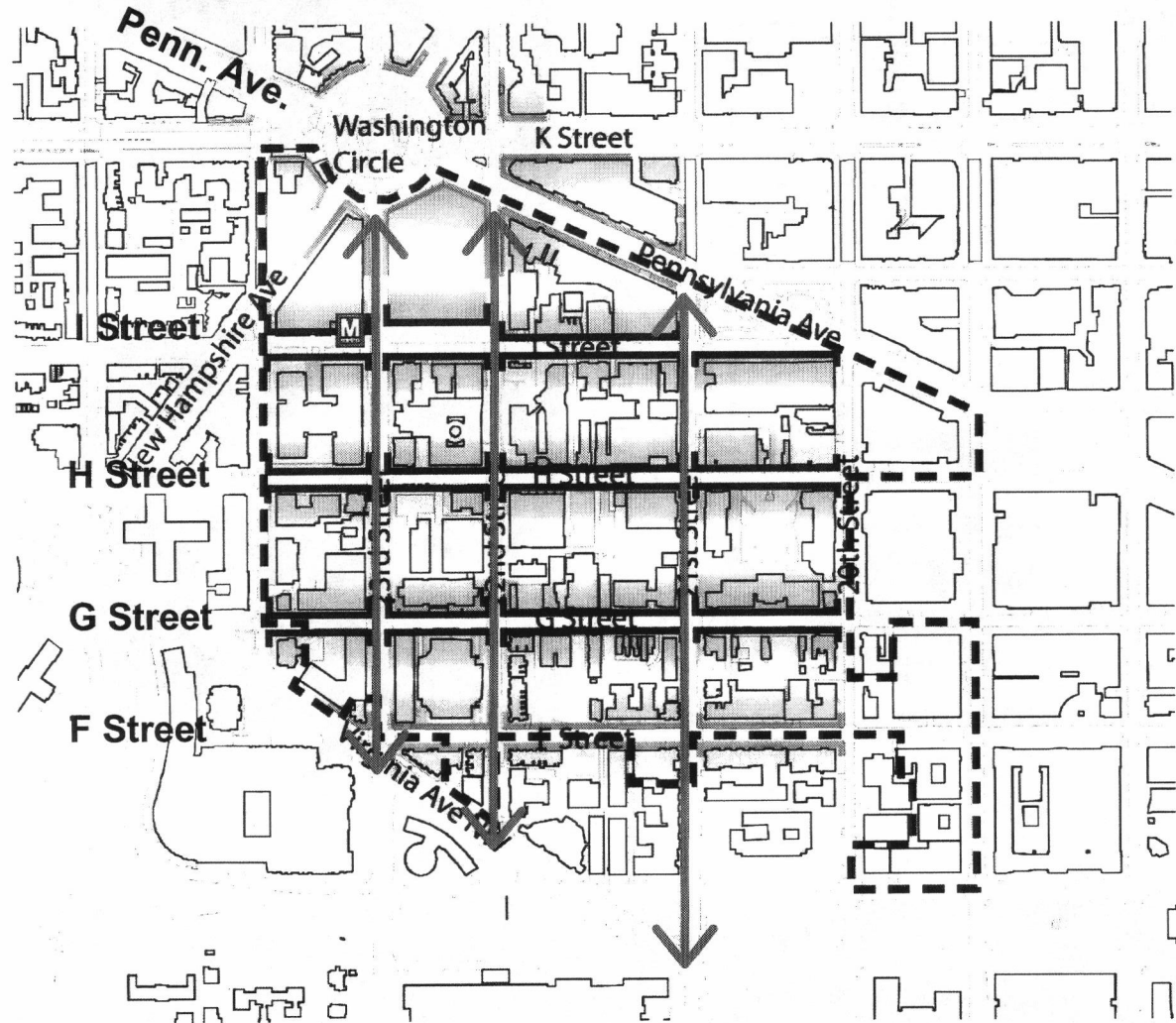


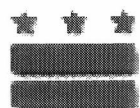
Design Principle:

- Five main streets provide variety of character and use within the campus and along its boundaries

Concept:

- Develop diverse streets
- Concentrate East / West Streets for the pedestrian environment
- Maintain North/South streets for traffic movement





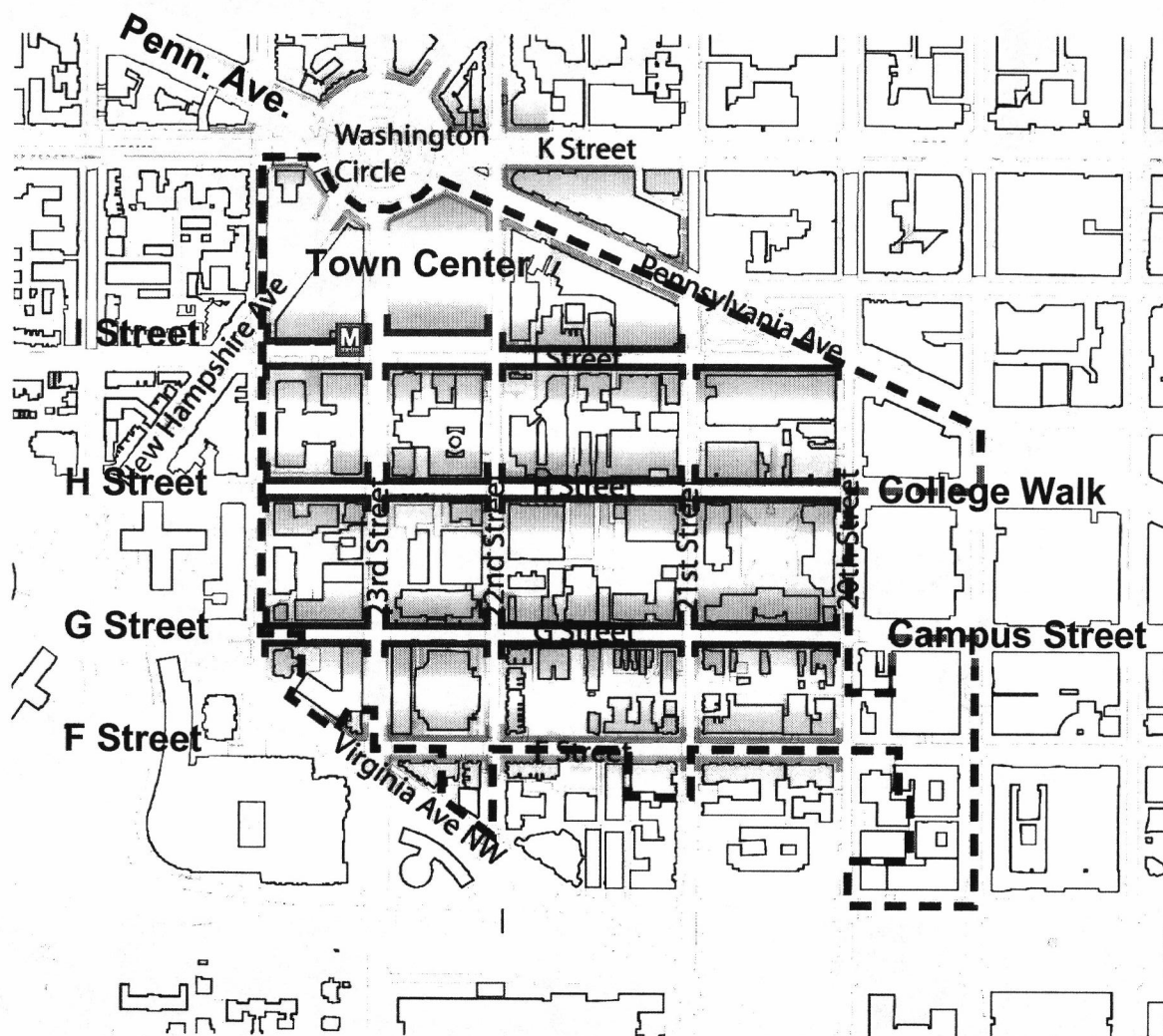
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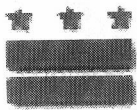
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Campus Character: Five Streets



- Make the new places distinct from one another
- Square 54 and I Street retail corridor - the mixed use, town center
- College Walk – Main Street
- Campus street - the alternative
- Penn. Avenue & F Street





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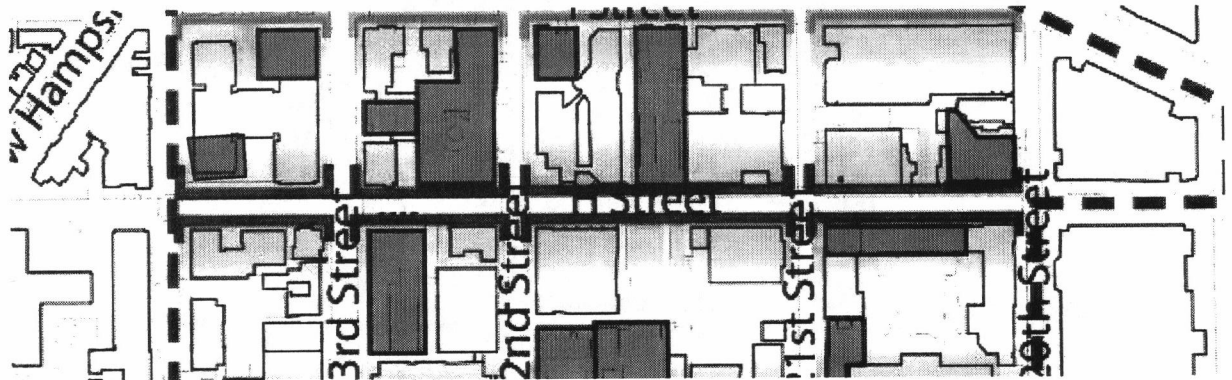
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H Street - College Walk



H Street Concept

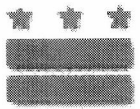
- Preferred location of future academic facilities and some limited residential
- Location of Marvin Center, Library, Academic Center, Law School, Main campus uses
- Future sites for continued development of the academic center



H Street and 21st, NE corner



H Street and 21st, NW corner



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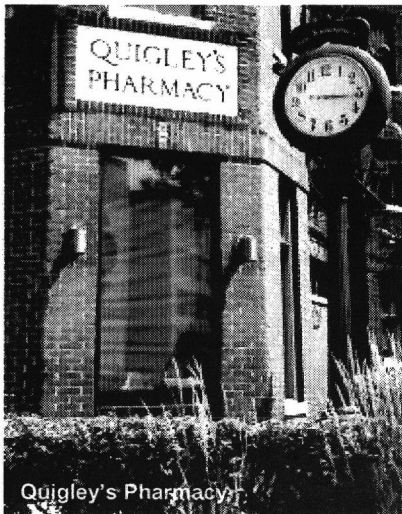
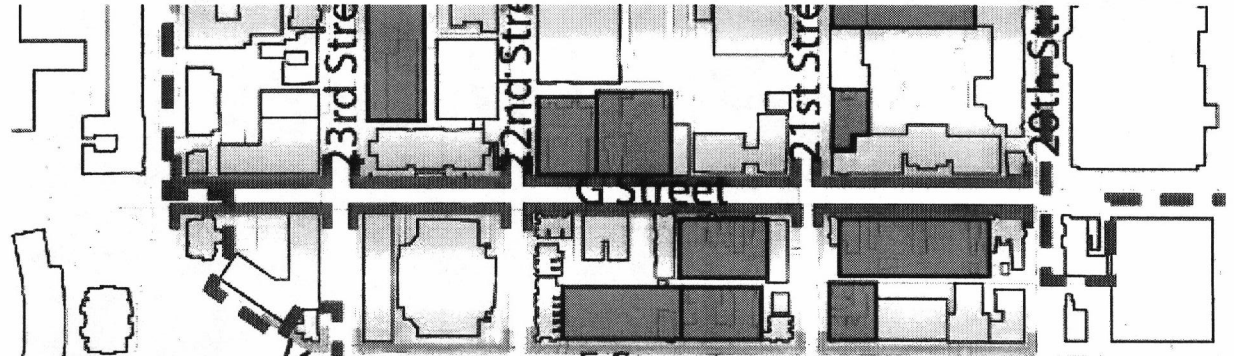
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G Street

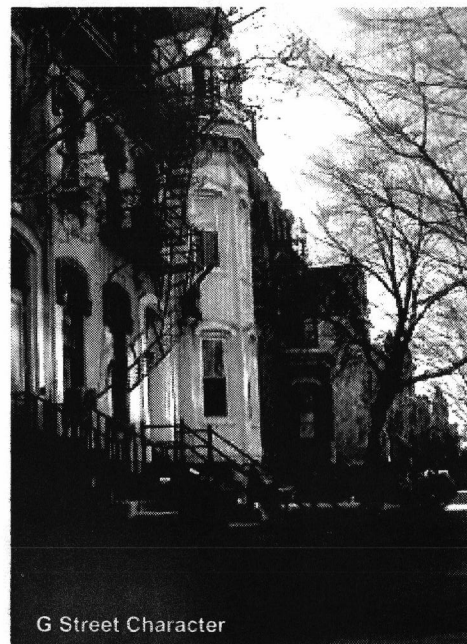


G Street Concept

- Future uses both academic and residential
- Retain architectural character
- Include diverse scales and sizes
- Combine residential and academic



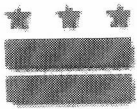
Quigley's Pharmacy



G Street Character



School Without Walls



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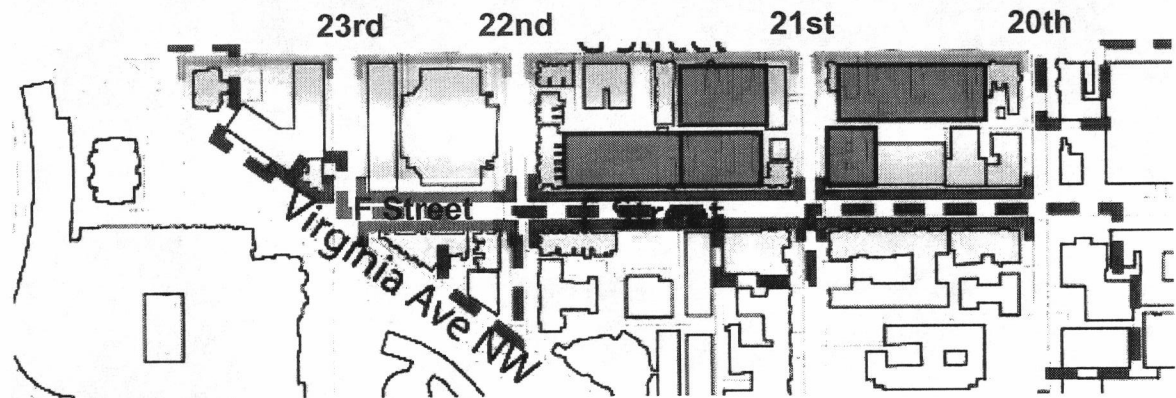
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F Street

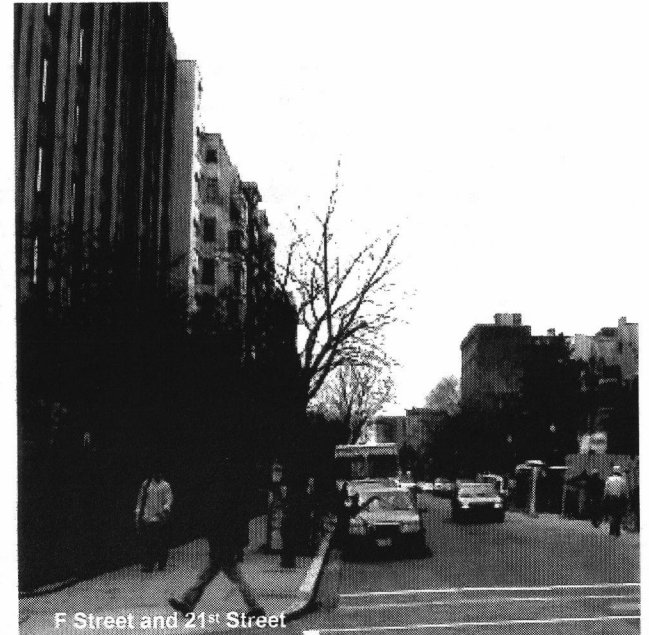


F Street Concept:

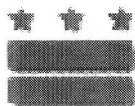
- Future use for residential halls and some academic facilities
- Buildings up to 90'
- New student housing is designed to minimize direct impact on existing private residential buildings



F Street Aerial at 21st St (looking north)



F Street and 21st Street



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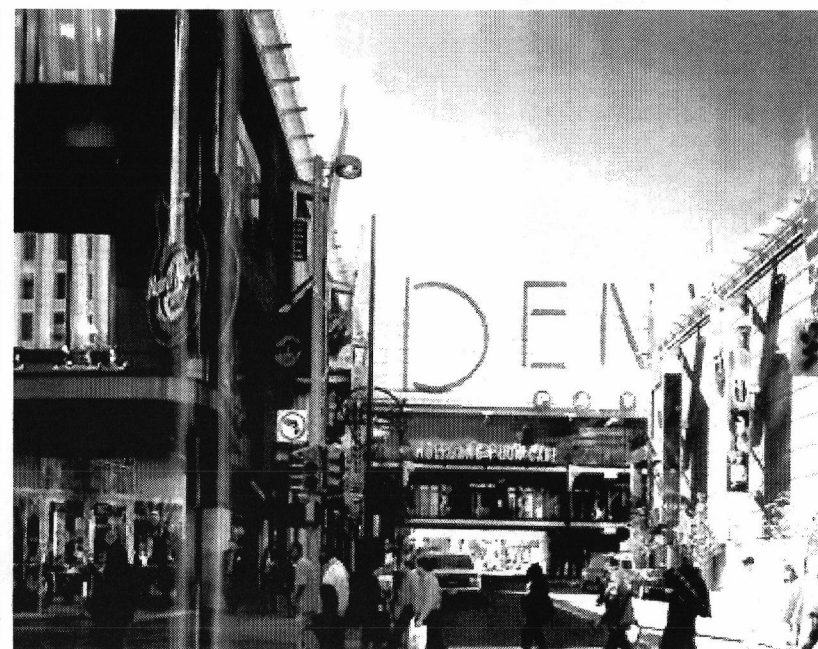
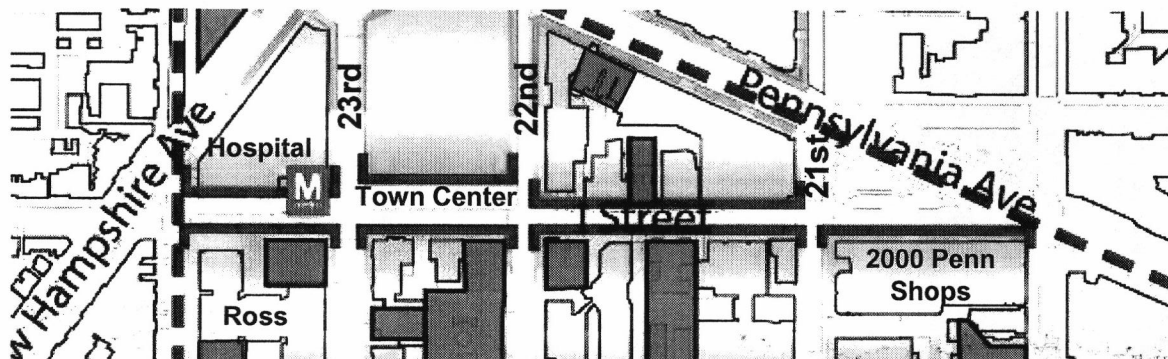
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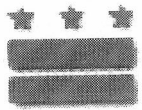
Town Center: Square 54 & I Street Retail Corridor



I Street Concept:

- Transforms to become extension of town center with new retail on both sides of the street as the university redevelops
- Anchored at 2000 Penn and the metro station





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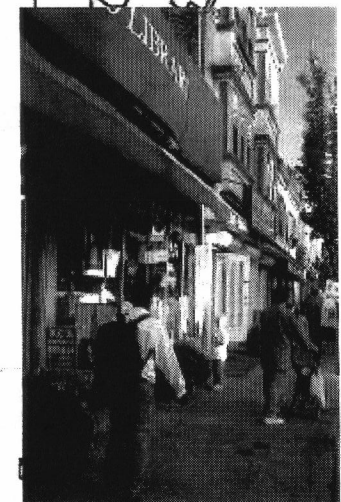
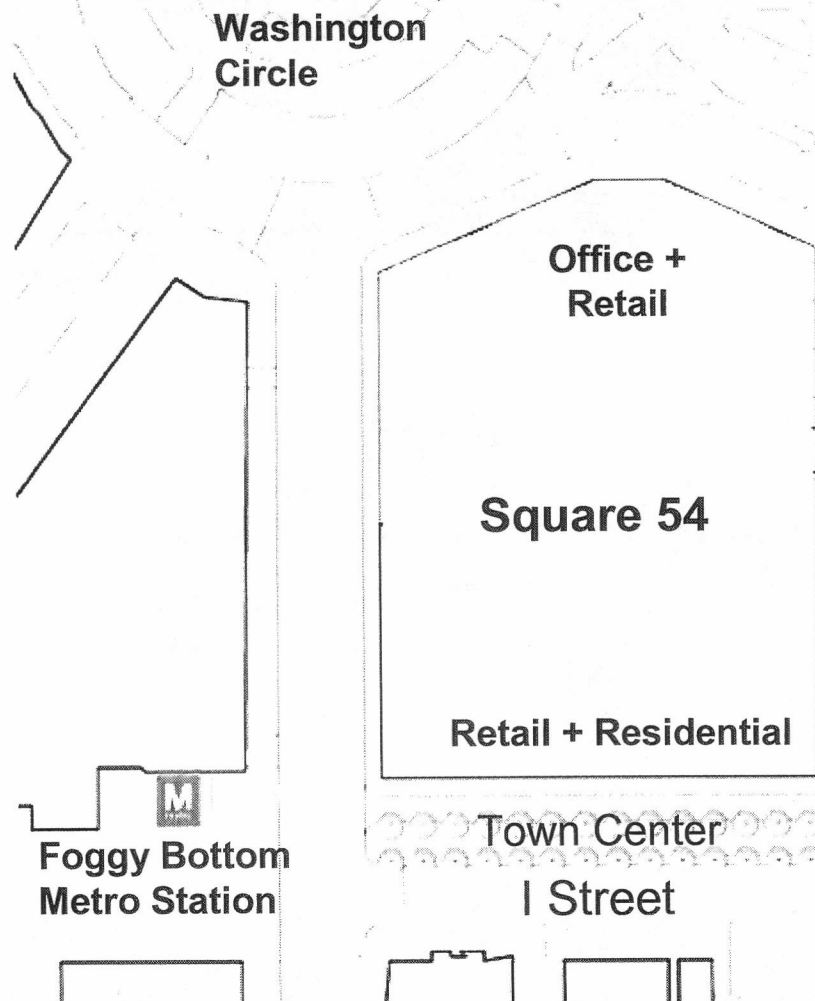
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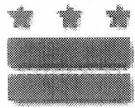
Town Center: Square 54 & I Street Retail Corridor



Draft Design Principle:

- Square 54 and Metro plaza at 23rd and I Street make a new town center square that is supported by new neighborhood retail

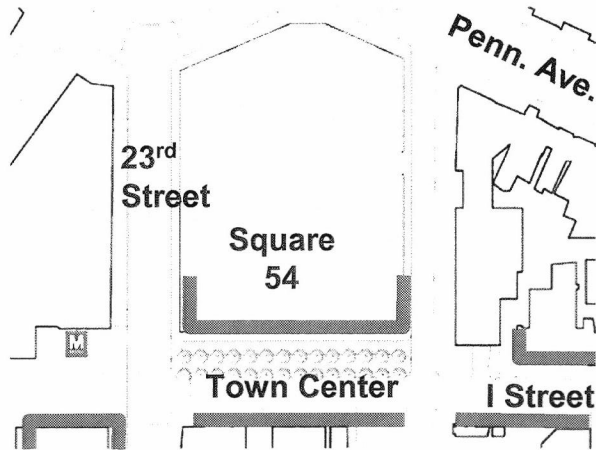




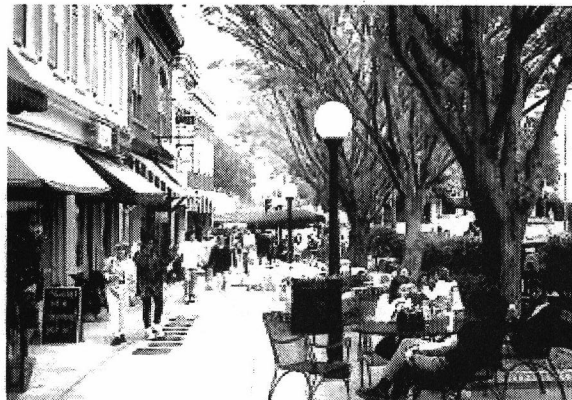
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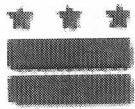
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Town Center: Square 54 & I Street Retail Corridor



- Concentrate retail to make a critical mass
- Ground level of GW buildings facing I Street have retail





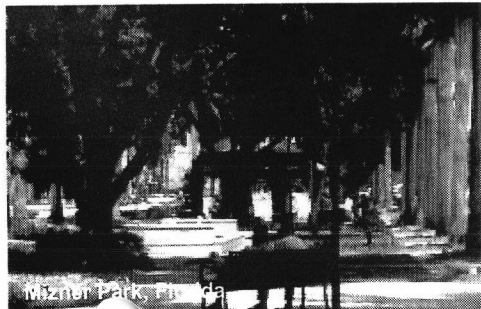
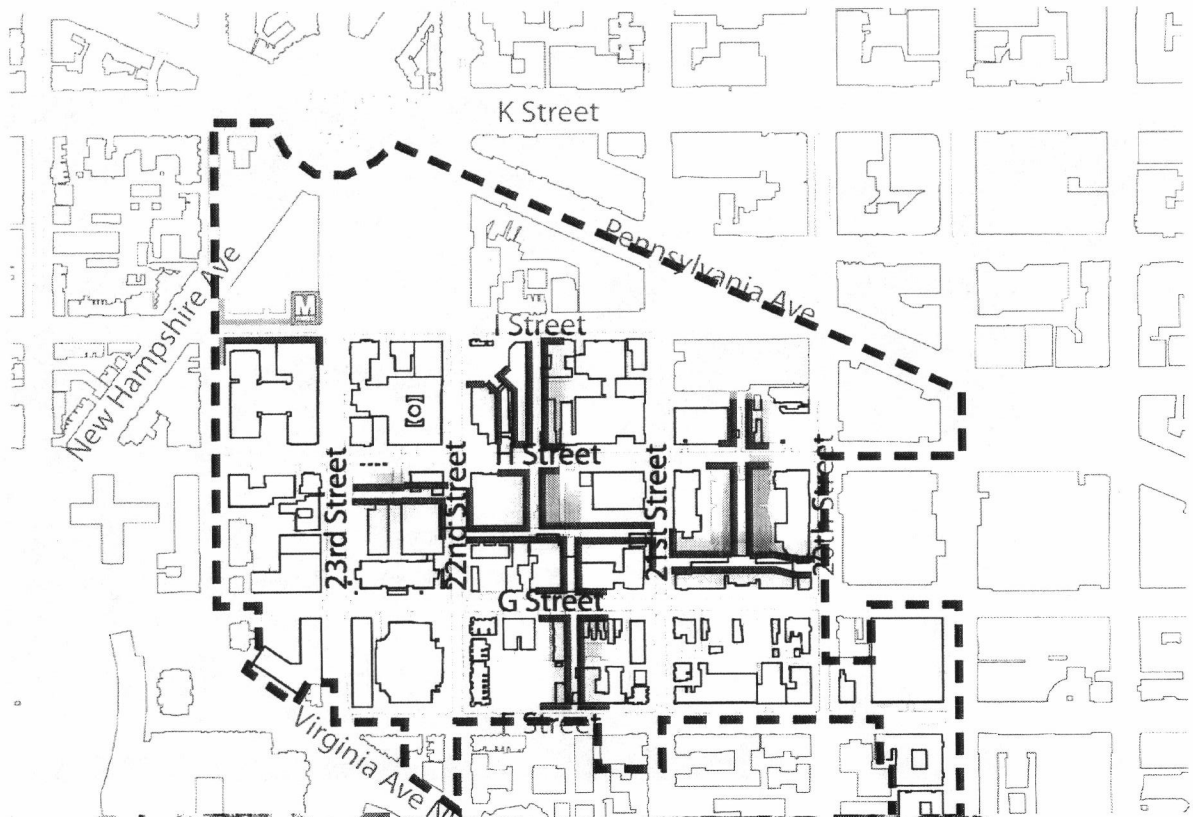
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College Mews – Pathways & Linkages



- Informal paths thru campus
- Pedestrian only
- Small scale spaces and landscapes
- Access to University buildings
- Intimate scale
- Out of classroom learning
- Quality landscape



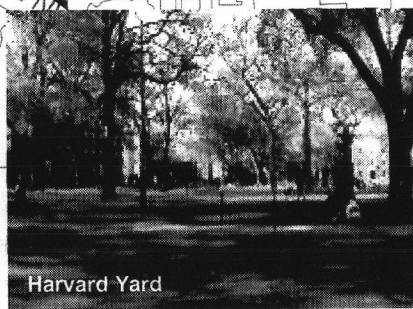
Mizner Park, Florida



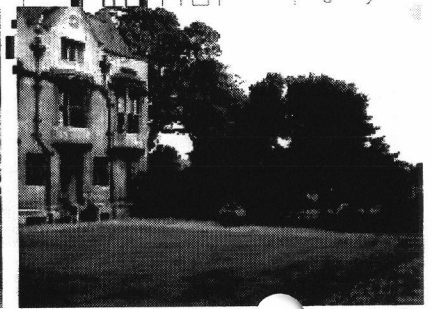
Harvard Intercollegiate Path

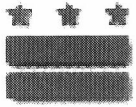


Yale Courtyard



Harvard Yard





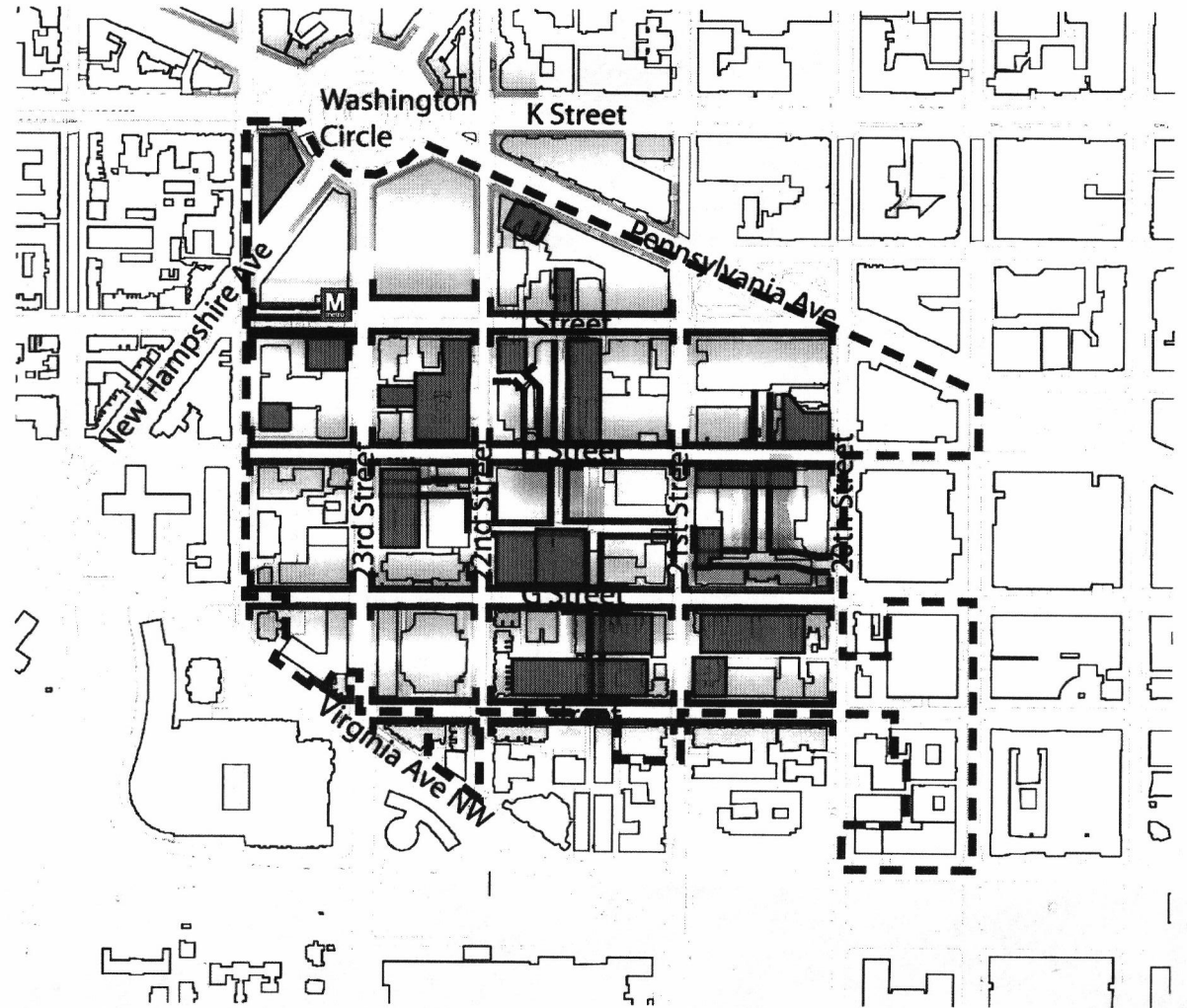
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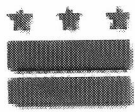
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Summary



- University development and most active uses concentrated in areas where university uses are more intense
- Square 54 and I Street retail add significant community benefits
- Architectural character is enhanced through distinct streets and places throughout campus and neighborhood





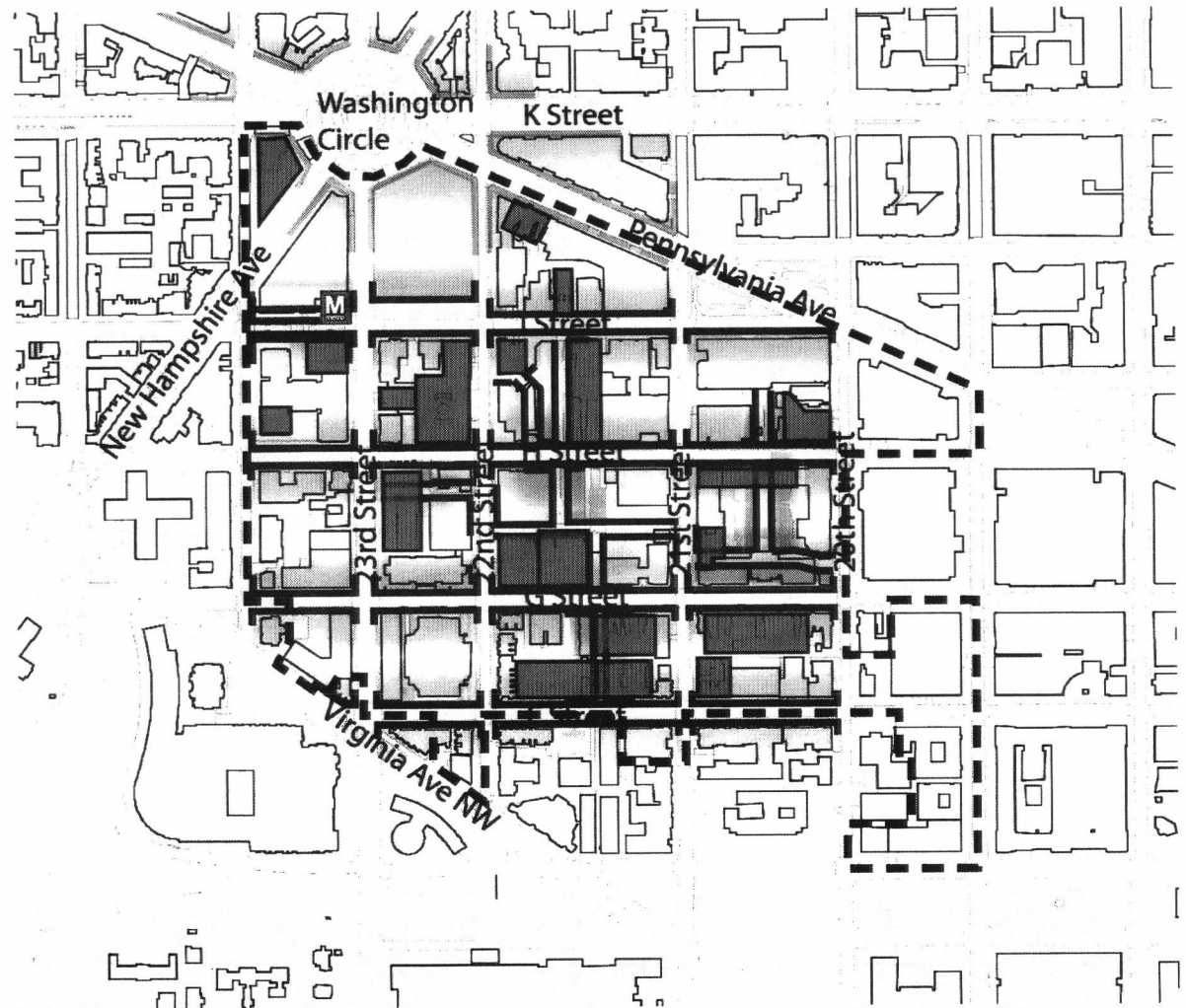
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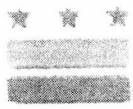
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Summary



- Open spaces improve Foggy Bottom / West End pedestrian connectivity
- New buildings grow with predictable height and density according to their location in the city neighborhood and the campus





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For More Information



For more information, ideas and input, visit

www.neighborhood.gwu.edu

- All community meeting presentations
- Campus design principles & concepts
- “Issues Exhibit”
- Urban Land Institute (ULI) panel report
- Information on the Square 54 developer team
- talktogw@gwu.edu for your feedback

**REPORT OF THE FACULTY SENATE
TO THE ACADEMIC AFFAIRS COMMITTEE OF THE BOARD OF TRUSTEES**

May 16, 2005

The Faculty Senate has held four regular meetings (on February 11, March 11, April 8, and May 13, 2005), as well as a special meeting on May 9, 2005, since the Executive Committee provided its most recent report to the Board of Trustees.

ACTION ITEMS:

The Faculty Senate considered and passed one resolution (Resolutions 04/8) at its meeting on February 11, 2005. The Senate considered and passed two resolutions (Resolutions 04/9 and 04/10) at its meeting on April 8, 2005. The Senate also considered and passed two resolutions (Resolution 05/1 and 05/2) at its meeting on May 13, 2005. Resolutions 04/8, 04/9, 04/10, 05/1, and 05/2 are attached to this report. Following is a brief synopsis of each of the five resolutions:

Resolution 04/8 – “A Resolution to Restate the Names of the Standing Committees in the Bylaws of the Faculty Senate Appended to the Faculty Organization Plan”

This resolution amended Section 10 of the Bylaws of the Faculty Senate to restate the names of the Standing Committees of the Faculty Senate in order to bring those names into conformity with the Senate's current practice. As amended, Section 10 provides for thirteen Standing Committees of the Senate. In addition, the amendment deleted an obsolete paragraph that previously appeared in Section 10 of the Bylaws.

Resolution 04/9 – “A Resolution for the Appropriate Regulation of Honors, Awards, or Distinctions by Units of the University”

This resolution was proposed by the Faculty Senate Committee on Honors and Academic Convocations in response to an inquiry from Associate Vice President Jean Fokerts concerning procedures for awards made by sub-units of the University. The resolution recommends that Schools of the University should have authority to make awards to persons other than GW students, faculty, and staff, but other academic subdivisions (including departments, institutes, centers, and “schools within Schools”) should not have authority to issue awards to such persons. The resolution further recommends that nominations for School awards and honors to be issued to persons outside the community of GW students, faculty, and staff should be reviewed and approved by the Senate Committee on Honors and Academic Convocations in the same manner that the Committee currently reviews and approves nominations for honorary degrees awarded by the University. However, the resolution recognizes that School awards of a more modest nature may be approved by the Committee on a generalized basis (including the approval of standard criteria to be followed by a School in making such awards). At the President's request, the legislative history of Resolution 04/9 indicates that a School may appeal a negative determination by the Committee to the Faculty Senate or the President.

Resolution 04/10 – “A Resolution of Appreciation”

This resolution expressed the Senate's appreciation to Professor Arthur E. Wilmarth, Jr. for his past service, including his service as Chair of the Faculty Senate Executive Committee during the Senate's 2004-05 term.

Resolution 05/1 – “A Resolution to Endorse the Sexual Harassment Policy and Procedures of the George Washington University”

Pursuant to Faculty Senate Resolution 04/3, adopted on November 12, 2004, the Faculty Senate Executive Committee and the University Administration jointly established an ad hoc University Committee on Sexual Harassment Policy (the “Ad Hoc Committee”) charged with preparing a new policy and procedures governing sexual harassment complaints. Under the superb leadership of its co-chairs, Professor Ildiko DeAngelis and Professor Elliot Hirshman, the Ad Hoc Committee held several meetings and unanimously proposed a document entitled “Sexual Harassment Policy and Procedures” for adoption by the University (the “Ad Hoc Committee Proposal”). In accordance with Resolution 04/3, the Ad Hoc Committee Proposal was referred to the Faculty Senate Committee on Professional Ethics and Academic Freedom (the “PEAF Committee”) for its comments. The PEAFC Committee approved and forwarded the Ad Hoc Committee Proposal to the Faculty Senate with several clarifying amendments. On May 13, 2005, the Faculty Senate endorsed (without opposition) the Ad Hoc Committee Proposal together with the PEAFC Committee's clarifying amendments and three additional amendments that were added on the floor of the Senate.

Resolution 05/2 – “A Resolution on Faculty and Staff Compensation Increases and Compensation Policy”

The Faculty Senate held a special meeting on May 9, 2005, to discuss with President Stephen Joel Trachtenberg, and other senior Administration officers, the possibility that the Administration might decide (i) to defer the next salary increases for faculty and staff from July 1, 2005 to January 1, 2006, and/or (ii) to adopt an 18-month cycle for future salary increases for faculty and staff. Discussion at the special meeting on May 9 included consideration of the following two documents, which had been posted on the Faculty Senate's website prior to the meeting: (1) a report, dated May 5, 2005, entitled “Issues of Fiscal and Academic Management at George Washington University,” prepared by the Ad Hoc Committee of Concerned Faculty; and (2) a report, dated April 27, 2005, entitled “Compilation of Top Administrative Salaries and Comparison with Faculty Salaries and Tuition at GWU.” Copies of both documents are attached to this report. According to the GW Hatchet, about 125 faculty members attended the special meeting in addition to members of the Faculty Senate.

The two documents, as well as comments made by members of the Faculty Senate and other faculty members during the special meeting on May 9, reflected serious concerns about recent trends in the University's fiscal, budgetary and compensation policies, including the following:

- Potential risks to the quality of undergraduate and graduate education resulting from (i) a 29% rise in the University's total enrollment (from 14,000 to 18,000) between

Fiscal Year ("FY") 1999 and FY 2004, compared to an increase of only 17% in full-time equivalent faculty and a decline of 4% in tenured and tenure-track faculty during the same period; (ii) a reduction in the number of available classrooms, leading to a serious shortage of classrooms for scheduled courses during the 2004-05 academic year; and (iii) modest increases in faculty and staff salaries that have not kept pace with either the increased cost of living in the Washington, D.C. area or compensation levels paid by peer institutions, thereby making it increasingly difficult for many departments of the University to attract their top choices among available faculty candidates.

- Rapid growth in the University's total debt from \$310 million in FY 1999 to an estimated \$796 million in FY 2005, with more than half of that debt being variable rate (thereby exposing the University to substantial interest rate risk in the current environment of rising interest rates), with the consequence that the University will be required to divert an estimated \$50 million of revenues from its operating budget to meet debt service requirements in FY 2005.
- Results in the areas of fund-raising and endowment management that have lagged behind many of the University's peer institutions, with the result that the University's debt-to-endowment ratio has increased sharply from 1:2 in FY 1999 to 1:1 in FY 2005.
- The Administration's willingness to rely heavily on tuition revenues to finance the University's recent growth, which (i) has made the University more tuition-dependent than most of its peer institutions, and (ii) has led to the current challenging situation, in which the Administration has acknowledged that further increases in tuition revenues are significantly constrained by (A) restrictions on University enrollment imposed by local zoning authorities, and (B) the Administration's adoption of four-year fixed tuition rates for undergraduate students.
- Compensation policies for senior administrators that diverge sharply from salary practices followed for faculty members, with the result that (1) the salaries of the University's seven most highly-compensated administrators increased at double the rate of tuition increases during a recent five-year period, while (2) the average salaries of faculty members rose at only about two-thirds the rate of tuition increases during a comparable period.
- Widespread sentiment among faculty members that the University Administration has not appreciated or rewarded the significant contributions made by the faculty during the recent era of unprecedented growth in the University's enrollment and revenues, including (1) the faculty's willingness (in many cases) to accept heavier teaching loads in order to accommodate higher student enrollments, and (2) the faculty's achievement of a rapid increase in externally funded research, which rose from \$50 million in FY 1995 to \$125 million in FY 2004.
- Dismay among faculty members that the University Administration would consider a six-month deferral of faculty and staff salaries for the second straight salary cycle,

particularly since the Administration justified the previous six-month deferral in 2003 as an extraordinary step resulting from external forces beyond the Administration's control – namely, losses on investments during the slump in financial markets during 2001-02, a circumstance that the University does not currently confront.

On May 13, 2005, the Faculty Senate adopted (without opposition) Resolution 05/2. Resolution 05/2 cites Article IX of the Faculty Code, which affirms the shared governance role and responsibility of the faculty in ensuring “the effective operation of the departments and schools of the University as a whole” and in formulating “policy and planning decisions affecting the quality of education and life at the University.” Reflecting the concerns expressed during the special meeting on May 9, 2005, Resolution 05/2 recommends that the following steps be taken to address the faculty's budgetary and salary-related concerns:

- That the Faculty Senate Committee on Fiscal Planning and Budgeting and the University Administration jointly develop, for presentation to the Senate not later than December 2005, a three-year plan for attaining the goal – previously expressed in Faculty Senate Resolution 87/1 and agreed to by the Administration – that the University achieve and maintain (1) average faculty salaries in the University as a whole at the 80th percentile (for all faculty ranks) and (2) average faculty salaries in each School at no less than the 60th percentile (for all faculty ranks), in each case based on the scale for Category I institutions established by the American Association of University Professors.
- That the University Administration be more transparent, on an ongoing basis, in communicating with the Fiscal Planning and Budgeting Committee regarding the University's fiscal situation, to ensure that the faculty is not presented with future fiscal deficits for which they and the staff will be expected to make sacrifices without having been involved in the underlying fiscal planning.
- That the Board of Trustees be requested to invite the Chair of the Fiscal Planning and Budgeting Committee to serve as an ex officio, non-voting member of the Board of Trustees' Committee on Finance & Audit.
- That the Faculty Senate (i) unequivocally opposes any compensation plan that would defer annual salary increases for staff and faculty, and (ii) recommends an average compensation increase of no less than 4%, effective July 1, 2005.

STATUS OF FACULTY PERSONNEL MATTERS

Since the date of the Executive Committee's last report, no faculty grievances have been filed. During the same period, the Executive Committee received three administrative nonconcurrences with respect to faculty recommendations in the Columbian College of Arts and Sciences. The first two nonconcurrences, which disagreed with faculty recommendations in favor of tenure and promotion, were accepted by the respective departmental faculties. The third nonconcurrency, which disagreed with a faculty recommendation against tenure and promotion, was not accepted by the departmental faculty. In accordance with Part B.4. of the Procedures for the Implementation of the Faculty Code, the Executive Committee reviewed relevant documents and

met with representatives of the departmental faculty and the Administration to discuss the third nonconcurrency. On May 5, 2005, the Executive Committee issued its recommendation to the departmental faculty and the Administration for a possible resolution of that nonconcurrency.

OTHER MATTERS

At its meeting on February 11, 2005, the Faculty Senate received a report on the Columbian College of Arts and Sciences from Dean William J. Frawley. At its meeting on March 11, 2005, the Senate received the following two reports: (1) a report on academic information technology security from David G. Swartz, Chief Information Officer, and Guy L. Jones, Chief Technology Officer, and (2) a report on the School of Engineering and Applied Science by Dean Timothy W. Tong. At its meeting on April 8, 2005, the Senate received reports from Executive Vice President and Treasurer Louis H. Katz on the following two matters: (i) an update on the development of Square 54 (the old hospital site), and (ii) the Administration's consideration of a possible six-month deferral of the next salary increase for faculty and staff, and/or an 18-month cycle for future salary increases for faculty and staff.

On April 8, 2005, the Faculty Senate met in executive session to discuss with President Trachtenberg and Executive Vice President Donald R. Lehman (i) the current status of the federal government's investigation of the National Crash Analysis Center and (ii) new mandates that have been applied to principal investigators for sponsored research projects as a result of the University's response to that investigation. Subsequently, members of the Faculty Senate Executive Committee and the Committee on Research met with Associate Vice President Carol Sigelman and Chief Research Officer Elliot Hirshman for a further discussion of the new mandates for principal investigators and a number of concerns expressed by faculty researchers regarding the operations of the Office of Research Services.

At its meeting on May 13, 2005, the Faculty Senate received (1) a report on the College of Professional Studies from Dean Roger Whitaker, and (2) a summary of the report prepared by the joint faculty-administration task force on classroom scheduling and the registration process, pursuant to Faculty Senate Resolution 04/4, adopted on November 12, 2004.

Respectfully submitted,

Arthur E. Wilmarth, Jr.
Chair, 2004-05 Term
Faculty Senate Executive Committee

**REPORT OF THE UNIVERSITY TASK FORCE
ON CLASS SCHEDULING AND
AVAILABILITY OF CLASSROOMS**

Executive Summary

In November, 2004, the Faculty Senate of The George Washington University requested that the President direct "a high-level review of the recent classroom shortage and of plans to remedy this situation no later than Fall 2005." In January, 2005, at the request of President Stephen Joel Trachtenberg, Donald R. Lehman, Executive Vice-President for Academic Affairs, convened a group of faculty and administrators to

- Review the registration process for the 2004-2005 academic year.
- Project course sections and classrooms needed for the next three to five years.

The Task Force concluded that

1) Serious problems existed in the Scheduling Process for the 2004-2005 academic year and some of these will continue unless corrective measures are taken. The Task Force recommends centralization of scheduling, implementation of a new level of School responsibility, and a more complete utilization of the University's scheduling software.

2) Certain specialized classroom needs, such as space for the teaching of science, are critical. However, a final determination of whether enough general purpose classrooms of appropriate size exist to sustain the University's planned growth during the next five years cannot be made until the Scheduling Process is revised and it is determined to what extent it contributed to the homeless class situation.

3) The problem goes beyond whether all scheduled courses can be placed into classrooms. Already in 2002, approximately half of all undergraduate sections closed before classes began. Given the increased burden on smaller, upper level classes, students likely will have difficulty completing their academic programs as planned. This is a serious situation that cannot be ignored by a private university in the tuition niche GW occupies. If course sections are added to alleviate this problem, there will be an increased strain on classroom availability.

The Task Force makes the following major recommendations:

- **Solve short-term classroom reduction.** Because of building renovation, the University faces a reduction of at least nine classrooms for Spring and Fall of 2006 and Spring of 2007. The Task Force recommends that at least nine spaces be released for classroom use for this three-semester short-term shortfall. These spaces will need to come from the Marvin Center, from the Law School, from the Medical Center, or from other non-academic University spaces. Departmental spaces are already heavily burdened and should be used judiciously and temporarily.
- **Centralize Scheduling.** Currently schedulers in the schools have access to Banner to place classes into classrooms before scheduling software is applied to the schedule as a whole. Under this system, school schedulers can appropriate classrooms that may be highly desirable for that school's faculty but that disadvantage the faculty at large and do not best serve the needs of the University. Centralizing scheduling in the Academic Scheduling Office will create an equal—

and efficient—playing field. The Task Force recommends that centralization be implemented during Summer 2005 so that it can be fully implemented when the call for the schedule of Fall 2006 is distributed in October, 2005.

- **Improve Compliance** with scheduling guidelines by implementing School responsibility at the Assistant or Associate Dean level.
- **Innovate.** Under the current system, rooms are assigned to courses prior to registration. This ensures that each course has a physical place in which to meet. However, once registration has begun, the Academic Scheduling Office should have the authority to adjust room assignments to better match actual class size rather than having to negotiate among professors.
- **Re-evaluate.** Because it is impossible to determine whether classroom space is adequate until certain efficiencies are achieved in the scheduling process, it is important that this issue be revisited in Spring, 2007. At that time, a study of the rate at which classes close, the effectiveness of current time bands, and an evaluation of available classroom space should be conducted. Capacity for scheduling graduate sections should be paid special attention. An ongoing University-wide Committee to regularly evaluate classroom space in conjunction with the University's pedagogical directions and building program is essential.

It is important to note that some actions or strategies are not solutions to the problem. These include canceling classes, increasing class size, making classes or registrations unavailable to any of our constituencies and otherwise reducing the quality of instruction for GW students. GW cannot afford to decrease the quality of its education and compete in today's educational marketplace.

UNIVERSITY TASK FORCE ON CLASS SCHEDULING

AND

AVAILABILITY OF CLASSROOMS

In November, 2004, the Faculty Senate of The George Washington University requested through resolution that the President direct, "a high-level review of the recent classroom shortage and of plans to remedy this situation no later than Fall 2005." The Senate requested that Senate members be involved in the review and that the results be reported before the Fall 2005 schedule was established. The Senate's resolution was passed after a significant number of classes could not be included in the Spring, 2005 schedule because of an apparent lack of classroom space. The problem was so severe that pre-registration was delayed.

In January, 2005, at the request of President Stephen Joel Trachtenberg, Donald R. Lehman, Executive Vice-President for Academic Affairs, convened a group of faculty and administrators to discuss the class scheduling problems that occurred during the Spring, 2005 scheduling process. The committee was charged with:

- Understanding what took place in registering students for both the Fall and Spring terms of the 2004-2005 academic year. This includes an explanation of all facets of the scheduling process, the inventory of classrooms, and the utilization of classrooms and time bands on both the Foggy Bottom and Mount Vernon Campuses.
- Developing a full understanding of what is expected with respect to scheduling general purpose classrooms over the next 3 to 5 years, the anticipated enrollments at both the undergraduate and graduate levels over the next 3 to 5 years, and the number of course sections needed over the next 3 to 5 years projected from the history of the last two years.

WHAT TOOK PLACE?

The greatest difficulty in the scheduling process took place during Spring, 2005, in which 191 classes were left homeless following the initial run of the scheduling software. As departments made changes in their class schedules for reasons other than space, some classrooms became available and many of the homeless classes were scheduled during the requested time bands. Other homeless classes had enrollment caps reduced in order to be accommodated in available classroom space, some were moved to 8 a.m. time bands, and some classes were cancelled. Others were moved to the Mount Vernon campus. The factors that contributed to the problem included the following:

- Time bands overloaded. The schedules submitted by many academic departments overloaded several time bands, particularly for classrooms with capacities of 50 or more.
- Fonger Hall being off-line, eliminating 13 classrooms.
- Pre-assignments. Pre-assignments are manual entries made before the scheduling software is run. In theory, pre-assignments are designed to accommodate requests for certain technologies or for rooms that meet specific pedagogical needs. However, in practice, scheduling data show that school schedulers also use pre-assignments strategically to gain prime spaces for their school faculty regardless of pedagogy or technology use.

- Departmental space not assigned. Some departments schedule many of their own classes into dedicated spaces. This applies to labs, studios and other spaces specifically designed for certain activities. In Spring, 2005, these spaces were not pre-assigned, which meant they were assigned to general purpose classrooms—displacing other classes-- and the dedicated spaces were not utilized. It was not determined exactly what office/individual was responsible for this oversight.
- Software License Key Problem. The vendor for the scheduling program provided Information Systems and Services (ISS) an incorrect "license key," which delayed scheduling for three days.
- Staffing. A staff member left the Academic Scheduling Office in late October and the replacement was not fully trained in time for the scheduling process.

Fall, 2005

The Task Force believes that the scheduling problems are best demonstrated by studying Fall 2005 data. The number of homeless classes in Spring 2005 is thought to be an anomaly because of the incorrect license key and unassigned departmental spaces. The number of homeless classes for Fall 2005 is less severe.

A new University Registrar assumed responsibility for the Registrar's Office in Fall, 2004. She reviewed and eliminated errant data before running Schedule25 (S25), the University's scheduling program, to place classes for Fall, 2005. After the initial S25 run, a total of 116 courses were homeless. Twenty-one of the courses, created in Banner by schedulers in SEAS weeks after the deadline, were not included in the initial run. Of the 116 original homeless courses, 11 were capped over 100. Sixty-eight of the courses were capped at 20 or lower.

The Registrar's Office schedulers manually processed schedule changes received after the deadline and re-assigned rooms to accommodate as many of the 116 homeless classes as possible. The Office then asked the Schools to consider changing days and times of offerings, adjusting caps, and relocating classes to the Mount Vernon Campus (MVC). These options have significant consequences. For example, changing the cap of a class because of room availability rather than for pedagogical reasons is less than ideal. By the first day of priority registration, 23 classes still were homeless and were deactivated to prevent students from enrolling in classes with no identified location in which to meet.

THE SCHEDULING PROCESS

The scheduling for each semester begins with the Office of the Registrar. A "term roll," that is, a copy of the same semester from the previous year, is provided to the Schools by the Registrar. For the past several semesters, the Registrar's Office did not deliver this information to the Schools according to the accepted schedule, reducing the time for Deans, Department Chairs, and Academic Schedulers to process necessary changes. This issue has already been addressed, and Spring 2006 scheduling material was delivered on time to the Schools in March, 2005.

Scheduling Software Limitations and Capabilities

The University purchased CollegeNet's scheduling software, Resource25 (R25) and Schedule25 (S25), about three years ago. S25 is a stand-alone scheduling tool which the university has used for many years. S25 matches class sections with appropriate classroom space more efficiently than can be accomplished manually. R25 is an event scheduling tool, with capabilities to schedule physical space and resources such as technology and support personnel. The Web Viewer module of R25 allows individuals with classroom needs to search for and request use of available space.

GW has not used either of these tools to their full capabilities. For example, manual pre-assignment of general purpose classroom space has been the sole means for accommodating specific technology and classroom configuration requests. In addition, the Academic Scheduling Office has assigned manually all Mount Vernon classrooms. S25 has the ability to match specific requests with classrooms, thereby reducing the number of manual assignments, which are labor intensive and which reduce efficiency.

The Office of the Registrar, in conjunction with ISS and Academic Technologies, began a product upgrade and implementation project for the Series 25 software in January 2005. Completion is scheduled for Fall 2005. Beginning in Spring 2006, all Foggy Bottom and Mount Vernon general purpose space will be scheduled using S25 software. An interface between the scheduling software and Banner student information will automatically update room assignment information every ten minutes.

Pre-assignments and Technology

Most technology-enhanced classrooms, which vary in quality, are located in Fonger, Bell, Corcoran, Gelman, MPA, Phillips, Rome, 2020 K St. and 1957 E Street. The demand for technology equipped rooms has increased dramatically in the last three years. There are seven levels of technology classrooms and six general purpose computer classrooms (not maintained by academic departments). These six computer classrooms meet current demand for scheduling classes that must meet regularly in a computer lab. However, there is little capacity for scheduling classes requiring only a few computer sessions. This is also a "system" issue – i.e., the scheduling system is not flexible enough to make assignments for "partial" term or specific class periods. In addition, the largest of the computer labs (Monroe 102B) will be unavailable during the renovation of Government and Monroe (January 2006 – August 2007).

The method for matching classes with technology and other pedagogical needs has been through pre-assignments, which are manually scheduled and which reduce the efficiency of scheduling software. For example, several years ago (when fewer classrooms were available and fewer classes were taught), an S25 run BEFORE any pre-assignments to general purpose space would place virtually every class needing a room. After the pre-assignments were entered, the S25 run would generally result in a list of about 150 homeless classes.

The ability of school schedulers to assign classes into rooms before the scheduling software has been run has sometimes resulted in abuse. In Fall 2004, 296 requests for technology equipped rooms were processed, along with 85 requests that reflected other

pedagogical needs. In Spring 2005, there were 349 requests for technology and 140 requests for specific configurations. These requests may reflect an increased demand for technology but we believe they also reflect the ability of School Schedulers to place technology in the most desirable rooms rather than submit them to the randomness of scheduling software. Data in the Academic Scheduling Office support this conclusion. Other pre-assignments are related to departmental space. (See above under Spring 2005 details.)

With full implementation of S25 and R25, room attributes can be assigned to classrooms, enabling S25 to match requests with rooms and improving scheduling efficiency. However, there are some dangers inherent in using room attributes. For example, any class which has a required attribute will be matched only to a classroom that carries that needed feature. If a faculty member requests a DVD player and an overhead projector, that class will only be assigned to a room that carries the combination of those two pieces of technology. The efficiency of the software will be at its highest if faculty request only the essential specific pieces of equipment. In assigning technology-related attributes to classrooms, it will be important to deal with the issue of portable equipment. Although portable equipment can be useful, particularly when it is needed for only a few class sessions, faculty on the Task Force do not feel that provision of portable equipment is reliable or accessible enough for faculty to depend on it in the same way they can depend on a technology-equipped classroom.

SCHOOL COMPLIANCE ISSUES

Each School has been charged with ensuring compliance with requirements for scheduling classes across days of the week and in different time bands. These requirements are issued by the Associate Vice President for Academic Planning and Development, to whom the Registrar's Office reports. Classes taught in non-standard time bands must 1) meet in departmental space and 2) be approved by the Academic Scheduling Office.

Currently, seventeen individuals can schedule classes through Banner and into classrooms. These include the Registrar and three staff in the Academic Scheduling Office, two in the College of Professional Studies, two in the School of Engineering, three in the School of Business, one in the Elliott School of International Affairs, four in Education, and one in the Music Department of CCAS. Most of the individuals in the Schools are not full-time schedulers but have other duties as well. The Scheduler in the Music Department only schedules individual music instruction. In some schools, scheduling is done by executive associates or other administrative staff who are subject to pressure by faculty and/or department chairs who seek to maintain schedules favorable to their particular ways of working. This does not always result in the best scheduling practice for the University.

Types and degrees of compliance and non-compliance vary among departments and Schools. Overall, compliance across time bands is not as serious an issue as compliance across days of the week. The compliance figures below are taken from the third week of actuals during Spring 2005—these levels of compliance were achieved after considerable pressure being applied by the Registrar's Office to redistribute courses

into 8 a.m. time bands, into locations at Mount Vernon and across different days of the week. At present, there are no direct penalties for non-compliance.

A look at twice-weekly, 75-minute time bands shows that compliance across days of the week is a serious problem. Tuesday and Thursday remain overscheduled, with the bulk of the over-scheduling occurring between 11:10 and 3:35. Although 43 classes are scheduled on MF, the target was set at 20% of all classes, with only 7% of classes being scheduled in these time bands. Fifty-two classes are scheduled on WF, with similar lack of compliance (8.5% scheduled with a target of 20%). MW classes also are overscheduled (33.5% scheduled with a target of 20%).

Compliance check for distribution of twice weekly 75-minute classes across days of week
Spring 2005 – 3rd week actual

Time band	% required in time band of given day	# scheduled in time band	% scheduled in time band of given day	% by days
TR 8:00-9:15	18	34	10.9	40 max allowed
TR 9:35-10:50	18	18	5.8	
TR 11:10-12:25	18	99	31.7	
TR 2:20-3:35	18	91	29.2	
TR 3:55-5:10	18	51	16.3	51.0 scheduled
TR 5:00-6:15	<=10	19	6.1	
MF 11:10-12:25	33	26	60.5	20 required
MF 3:55-5:10	33	14	32.5	7.0 scheduled
M 9:35-10:50 F 8-9:15	33	3	7.0	
WF 9:35-10:50	33	12	23.1	20 required
WF 2:20-3:35	33	32	61.5	8.5 scheduled
W 11:10-12:25 F 12:45-2	33	8	15.4	
MW 8-9:15	30	46	22.5	20 required
MW 12:45-2	30	104	50.7	33.5 scheduled
M 2:20-3:35 W 3:55-5:10	30	24	11.7	
MW 5-6:15	<=10	31	15.1	

Impact of Departmental Behaviors

While most departments attempt to approach compliance in scheduling their classes, others are habitual non-compliers. Behaviors that adversely impact the scheduling process include:

- Overscheduling classes that later are cancelled (rooms overscheduled).
- Overscheduling during TR and MW time bands, especially from 11 a.m. until 3 p.m. Overscheduling during these hours creates a shortage of classrooms and restricts class selection for students.
- Setting caps too low. When student numbers exceed assigned classroom space, the Academic Scheduling Office staff attempts to negotiate a room

exchange. The options for such exchanges are limited, resulting in a compromised learning environment.

- Setting caps too high. Classes are scheduled into larger rooms unnecessarily. Larger rooms are more scarce and removed needlessly from the classroom pool.
- Requesting special rooms. These requests must be entered by hand before the scheduling software can be run for the remaining classes. Such requests also may be attempts to circumvent the room assignment assigned by scheduling software.

Setting of Caps

The scheduling software assigns rooms by matching seating capacity with the enrollment cap. Enrollment caps that do not accurately reflect anticipated enrollment decrease scheduling efficiency. Enrollment caps may be inflated by a department for a variety of reasons:

- Not adjusted to reflect downward enrollment trends for a course;
- Results in assignment to a larger (typically better) room;
- Prevents potential students from getting closed out of the course.

A review of enrollment caps vs. actual enrollments for Spring 2005 highlights inflated caps:

ACCY 266.10	cap = 50	room seats = 88	enrollment = 27
APSC 058.10	cap = 48	room seats = 48	enrollment = 24
BADM 115.13	cap = 100	room seats = 296	enrollment = 69
CE 120.10	cap = 45	room seats = 48	enrollment = 14
CHEM 012.12	cap = 120	room seats = 142	enrollment = 73
CSCI 147.10	cap = 80	room seats = 136	enrollment = 37
ECON 237.10	cap = 40	room seats = 50	enrollment = 20
ENGL 174.11	cap = 35	room seats = 48	enrollment = 13
FINA 123.10	cap = 44	room seats = 44	enrollment = 27
FINA 223.10	cap = 33	room seats = 45	enrollment = 7
FINA 278.11	cap = 45	room seats = 58	enrollment = 20
MAE 226.10	cap = 25	room seats = 25	enrollment = 7
MBAD 250.12	cap = 40	room seats = 50	enrollment = 7
SPED 290.11	cap = 40	room seats = 45	enrollment = 17
STAT 118.10	cap = 125	room seats = 293	enrollment = 73
STAT 129.10	cap = 25	room seats = 25	enrollment = 9
TRED 235.12	cap = 25	room seats = 45	enrollment = 7
TSTD 290.10	cap = 30	room seats = 44	enrollment = 9

Similarly, caps need to be adjusted upward if trends in enrollment warrant such actions. A review of enrollment caps versus actual enrollments for Spring 2005 highlights low caps:

BADM 066.32	cap = 25	room seats = 25	enrollment = 29
BISC 004.12	cap = 45	room seats = ?	enrollment = 57
ECON 012.46	cap = 30	room seats = 30	enrollment = 35
EXSC 125.11	cap = 55	room seats = 58	enrollment = 65
EXSC 135.10	cap = 32	room seats = 37	enrollment = 44
HIST 040.31	cap = 25	room seats = 25	enrollment = 32
HIST 187.40	cap = 25	room seats = 25	enrollment = 31
IAFF 190.17	cap = 40	room seats = 40	enrollment = 43
JOUR 100.11	cap = 35	room seats = 38	enrollment = 40
PSC 184.10	cap = 50	room seats = 50	enrollment = 55
PSC 192.10	cap = 10	room seats = 10	enrollment = 17
PSYC 121.10	cap = 50	room seats = 50	enrollment = 55
PSYC 125.10	cap = 35	room seats = 36	enrollment = 41
SOC 135.10	cap = 90	room seats = 91	enrollment = 125
SOC 136.10	cap = 100	room seats = 136	enrollment = 204
SOC 181.10	cap = 60	room seats = 60	enrollment = 86
TSTD 136.10	cap = 34	room seats = 36	enrollment = 41

Faculty and Registration Transaction Forms (RTF)

Faculty are allowed to sign students into a class using a paper registration form. However, such practices often overload a classroom; faculty assume some students will drop or that a class can be moved. For a variety of reasons, classrooms should not be overcrowded. The main reason is to provide proper egress. Also, students and their parents often—rightfully—complain if students do not have a place to sit. Despite the importance of maintaining flexibility for faculty and students, using RTFs to admit students to a class can disrupt the normal scheduling and teaching process and are not adequate to preserve necessary flexibility.

Frequency and Impact Of Late Changes

Adding or deleting classes or changing the times that classes meet after the scheduling software has been run severely limits the University's capacity to efficiently use classroom space. For each class that is canceled, a vacant space is created that could have accommodated a class in the original software run. This classroom may never be utilized. If the class is canceled late in the cycle (shortly before registration), homeless classes will already have been cancelled or accommodated in another way.

For example, during the 3rd week of classes in Spring 2005, classrooms were available during popular time bands. Nineteen classrooms were available from 9:35 to 10:50 on Tuesday/Thursday mornings; the seating capacity of the available rooms ranged from 10 to 42 students. Although 61 classrooms were available for the M 9:35-10:50 a.m./Friday 8-9:15, and a number were available for WF, these vacancies probably were less due to class cancellation than to unwillingness of faculty and department chairs to schedule during this unusual time band. If one reviews the compliance data reported above, it is apparent that schools and/or faculty are unwilling to schedule classes heavily into the WF time bands and are even more reluctant to schedule classes into the MF time bands.

However, room availability does not indicate the entire picture. Cancellation and rescheduling must be done by hand, which increases the labor costs within the dean's offices and the Registrar's scheduling office.

Some departments routinely and excessively cancel classes. For example, chronic excessive cancellers include the departments of Computer Science (Fall 2004, 23; Spring, 2005, 19) and EMSE (Fall 2004, 28; Spring 2005, 29), compared with one to five courses cancelled each semester by most departments.

The impact of these behaviors on the rest of the university community may not be fully understood by the departments.

GROWTH IN ENROLLMENT AND CLASSROOM CAPACITY

The following chart shows growth in enrollments, changes in numbers of sections, and changes in class size. The largest growth in class size has been at the upper division, undergraduate level.

See Chart Next Page

The problem goes beyond whether all scheduled courses can be placed into classrooms. Already in 2002, approximately half of all undergraduate sections closed before classes began. Given the increased burden on smaller, upper level classes, students likely will have difficulty completing their academic programs as planned. The best should be offered to students by any institution of higher learning no matter the tuition. If course sections are added to alleviate this problem, there will be an increased strain on classroom availability and available faculty.

Classroom Inventory

The table below displays the evolution of the Foggy Bottom General Purpose Classroom Inventory. Although new buildings have come online, the net effects on the General Purpose Classroom Inventory have been lower than might be expected. The limited impact on the classroom inventory is mainly attributable to conversion of classrooms to offices (e.g., Lisner and Stuart Hall for the Law School, Fonger Hall for GWSB), and the assignment of former general purpose classrooms to a specific school (Lisner and Stuart Halls). In addition, classrooms go offline during the renovation of buildings.

The University achieved an increase of six general purpose classrooms with the introduction of the Media and Public Affairs Building in 2001. Nineteen additional classrooms were added when 1957 E Street came online in 2003, but a similar number of general purpose classrooms was removed from the inventory with the allocation of Lisner and Stuart Halls to the Law School. With the acquisition of Mount Vernon College in 1998 and the renovation of facilities there, 25 classrooms now are available on that campus.

	1998	1999	2000	2001	2002	2003	2004	2005*	Percent Increase
Undergraduate Enrollment	6385	6955	7433	8318	8746	9086	9491	9514	49.0
Masters Enrollment**	3631	3619	3638	3809	4008	4092	4181	4334	19.0
Doctoral Enrollment**	1275	1286	1223	1250	1293	1334	1425	1418	11.0
Total Enrollment	11291	11860	12294	13377	14047	14512	15097	15266	35.0
Number of Undergrad Course Sections***	1219	1246	1271	1417	1419	1423	1518		25.0
Number of Grad Course Sections***	985	1041	1041	1059	1111	1094	1126		14.0
Number of Course Sections Grad ***and Undergrad	2661	2744	2771	2962	2988	2975	3127		18.0
Enrollment Per Section****	21.5	22.0	22.5	23.0	23.1	23.5	23.7		10.0
Foggy Bottom Classrooms	107	105	105	111	129	126		131	22.0
Mount Vernon Classrooms	Came online in 1998	Major renovations						25	
Total Classrooms	107							156	(for all classrooms) 46%

*Enrollment Projections as of January 2005

**On-Campus

***Percentage from 1998-2004 . Includes some special sections labeled "other." This explains why graduate and undergraduate totals in previous rows do not add to the total.

****The largest increase in class size has been in upper division undergraduate classes. Upper division classes went from an average size of 22.5 in 1998 to 27.9 in 2004. The average size of graduate classes was 16.1 in 1998, then dropped, then returned to 16.1.

The following chart indicates that GW is facing a substantial classroom reduction for the Spring and Fall 2006 semesters and the Spring 2007 semester. Beginning in Spring 2006, eight classrooms holding more than 50 students will be returned to the active inventory with the reopening of Fungler Hall. In addition, 13 new general purpose classrooms in Duquès Hall, including a 100-seat and five 50-seat classrooms, will become available. At the same time, however, Monroe Hall and the Hall of Government will go off-line for renovation, removing 30 classrooms from the inventory. When the renovation is completed (anticipated for Fall 2007) 27 classrooms will be added to the inventory.

Foggy Bottom General Purpose Classroom Inventory Evolution: Spring 2005 - Fall 2007

Seating Capacity	Spring 2003	Spring 2004	Spring 2005	Spring 2006	Fall 2007
<20	18		17	17	26
20-35	42		55	49	60
36-50	31		38	28	32
51-100	24		13	19	22
101-150	4		4	5	5
>250	4		4	4	4
Total	123	130	131	122	149

Comparison of the tables documenting enrollment growth and changes in the General Purpose Classroom Inventory reveals that the fluctuations in the inventory have coincided with a period of dramatically increased enrollments. Since 1998, the numbers of undergraduate and graduate students have increased by 49% and 14%, respectively. The number of course sections has increased by 18%. Yet, from 1997 (115 GPCs) to Spring 2005 (131 GPCs), the Foggy Bottom general purpose classroom inventory has increased by just 16 rooms. [16 classrooms were lost between 1997 and 1998.] The University's ability to schedule nearly 500 additional class sections reflects the establishment of additional time bands, dispersion of the class schedule across time bands, and the diligent efforts of the Registrar's staff to fit classes into available space.

Utilization of Existing Classrooms

As stated earlier in the report, a number of behaviors at the departmental and school levels complicates efficient use of GW classrooms. S25 has the ability to produce utilization reports only as a direct result of an S25 run; therefore, the start and end times of classes are used as data points. This means that although only a few classes are scheduled at 7 a.m. or on Saturday and Sunday, utilization is computed Sunday through Saturday from 7 a.m. to 10 p.m. The report is run in 10-minute segments, so if a room stands open for ten minutes between classes, that is calculated as "non-use." These factors severely limit the usefulness of the report.

It does, however, yield some information that might be useful in understanding the problem. The total number of scheduling hours available from 8 a.m. to 10 p.m. Monday through Friday is 70, or 980 hours in a 14-week semester. If one consults the utilization report, it is possible to understand some usage patterns. For example, MPA 309 is scheduled 777 hours. This room seats 91 students. By examining the listing of open rooms, it is apparent that MPA 309 is usefully open (during hours in which classes could be scheduled) on TR from 3:45 to 5 p.m. The room is open most of Friday, although there are no matching times other days of the week. The University definitely has capacity at 8 a.m., but capacity throughout the prime hours of Monday through Thursday is very limited. Capacity on Fridays exists but currently is not well matched for use with other days of the week.

Use of Departmental Space

Dedicated departmental space comes in a variety of types and sizes. Some departments schedule classes into departmentally controlled laboratories, performance spaces, and studios. For other departments, a dedicated or shared conference room may be the only space controlled by the department. Faculty on the Committee felt strongly about preserving dedicated space within the departments, although there was discussion about why some departments control more space than do others.

Increasingly, departments use their conference rooms as seminar rooms. Many departments use these spaces to accommodate classes that are deemed homeless after the S25 software run. This practice frequently limits the ability to schedule research seminars, faculty meetings, impromptu meetings with Ph.D. students and research visitors, as well as meetings with small groups of undergraduate students.

Since University classroom space is limited, once departmental space is scheduled, no other space is available either for emergency classroom relocation or for departmental activity. A department's only option often is to rent space in the Marvin Center. However, because of low departmental budgets, this is rarely a realistic option. Events are cancelled that would be of intellectual benefit because there is no space.

Mount Vernon Capacity

The Registrar manually counted available time bands at the MVC campus for Spring 2005. This count was based on placing additional twice weekly, 75 minute classes from 8:30am to 5:25pm, and once weekly classes at 6:10-8 or 6:10-8:40 p.m.. For this purpose, classrooms such as the studios, computer labs and science labs were excluded. Currently, 194 classes are scheduled at Mount Vernon, with capacity for 124 additional sections, provided classes can be identified that fit into the available rooms, some of which seat 20 or fewer students. For Spring 2005, the available times were:

8:30-9:35 26 classes (MW - 14, TR - 12)
10-11:15 11 classes (MW - 4, TR - 7)
11:30-12:45 15 classes (MW - 7, TR - 8)
1-2:15 7 classes (MW - 5, TR - 2)
2:30-3:45 11 classes (MW - 3, TR - 8)
4:10-5:25 14 classes (MW - 12, TR - 2)
6:10-8(:40) 40 classes (M - 10, T - 9, W - 10, R - 11)

FUTURE DEMAND

The following table supplied by the Office of the Vice President and Treasurer shows projections in enrollments expressed as Full-Time Equivalent (FTE) on campus enrollments.

	FY05	FY06	Annual Change	Est. FY09	Change FY 05-09
Undergraduate	9,637	9,615	-0.2%	9,914	2.9%
Graduate	4,176	4,305	3.1%	4,250	1.8%
Law	1,729	1,667	-3.6%	1,654	-4.3%
Non-Degree	276	276	0.0%	276	0.0%
TOTAL	15,818	15,863	0.3%	16,094	1.7%

As this table indicates, future increases are projected to be much smaller than past increases, with the numbers of non-degree students remaining steady, the number of law students decreasing, and the undergraduate and graduate increases at less than 3%. The projected decrease in law students means that classrooms for the Law School will be adequate and that the Law School will not need to expand into areas desperately needed by the other Schools.

The FTE growth of 277 (4 courses each) undergraduates and 74 (3 courses each) graduates represents an increase of 1330 course enrollments per semester. At an average class size of 25, these 1330 enrollments will yield 53 additional sections per semester.

Scheduling Graduate Classes

Much of this report has centered on scheduling into daytime time bands. However, the graduate situation is somewhat different. Because annual growth is projected to be about 3.0%, evening capacity must be addressed. Some students cannot leave their daytime jobs and be at class at 5:10 p.m., necessitating a 6:10 time band. However, for the Graduate School of Education, 5:10 time bands are desirable because students can arrive by 5 p.m. and are able to take two classes in a single evening.

For Fall, 2006, 48 graduate classes appeared on the homeless list. Of those, 37 ultimately were scheduled at the originally requested day and time. Two are on hold and are not open for registration, but the department is still hoping the classes will be scheduled at the same time and day; three classes were changed from Wednesday to Monday, Tuesday or Thursday at the same time; one was changed in day and time (moved from 5:10 to 7 p.m. Wednesday to 3:30-6 pm. Thursday.) No classes were moved to the Mount Vernon campus or to Saturday.

SOLVING THE PROBLEM: RECOMMENDATIONS

The members of the Task Force agree that a shortage exists at the University for certain types of specialized space. However, it remains an open question whether scheduling problems reflect an absolute shortage of general classroom space relative to enrollment, or a less than efficient scheduling of space that would otherwise be adequate. It is unlikely that efficiencies can be achieved at such a rate to provide capacity for the classes that currently show up as homeless, as well as 53 additional sections per semester. Regardless of how one comes out on this issue, there is agreement that current scheduling

practices have contributed to the difficulties experienced in scheduling classes in the general purpose classrooms, and that improvements in such practices would at minimum help relieve the problem.

The recommendations below address scheduling issues. The Task Force also recommends re-evaluation of the adequacy of the number of classrooms once these recommendations have been put into place.

I. SOLVE SHORT-TERM PROBLEM

Because of building renovations, the University faces a reduction of at least nine classrooms for Spring and Fall of 2006 and Spring of 2007. The Task Force recommends that nine spaces of appropriate size be released for classroom use for this three-semester short-term shortfall. These spaces will need to come from the Marvin Center, from the Law School, from the Medical Center and/or from other non-academic University space that can serve as general purpose classrooms. The Medical Center (School of Medicine and Health Sciences, the School of Public Health and Health Services) and the Law School did not provide comprehensive scheduling data for this report but simply replied that their spaces were fully utilized. It is critical that departmental space be used judiciously and temporarily (we suggest careful use later) to solve this problem.

II. CENTRALIZE SCHEDULING

Presently a substantial amount of room assignment is done at the level of the individual schools. Such decentralization allows schedulers at the school level to pre-assign rooms, which reduces the ability of the Academic Scheduling Office to use the full stock of rooms to make room assignments. While some schools strive for compliance, others repeatedly enter flawed data, schedule and cancel classes at whim, and do not seem to perceive the importance of the early phases of the scheduling process. The counter-productive behaviors of the Schools can be identified clearly by the Academic Scheduling Office and by the Registrar's Office.

The Task Force recommends that this practice be ended and that, while preparation of schedules should remain the province of the Schools, the actual data entry into Banner and the assignment of classroom space should be delegated solely to the Academic Scheduling Office under the direct supervision of the University Registrar. The Task Force wishes to note, however, that centralized scheduling will only be fair and effective if all Schools in the University (aside from Law and Medical) are required to participate in this process. If an exception is made for even one school, centralization will be neither fair nor effective.

To illustrate the problem associated with each school entering its own classroom request data, consider the following. CCAS, the largest of the Schools, had the cleanest data entry of all Schools for Spring and Fall of 2005. However, a total of 23 classes remained homeless on the first day of priority registration for Fall 2005. Seventeen of these were within CCAS. At the same time, SEAS submitted data late and made many changes. For example, the Department of Computer Science made 23 changes to its schedule in Fall, 2004 and 19 changes in Spring of 2005. EMSE made 28 changes in Fall of 2004 and 29 in Spring of 2005. Yet the School of Engineering suffered far fewer class cancellations related to classroom availability than did CCAS.

II.A. Increase Academic Scheduling Office Staffing

Optimum scheduling of classroom space requires a combination of computer and human input. Current staffing levels in the Academic Scheduling Office are too low to permit that office to generate the full amount of information about available space and to enter the data required if the recommendation of this Task Force to centralize scheduling is implemented. With the move this spring of CCAS scheduling to the Academic Scheduling office from the College, it has become apparent that increasing the staffing of the Academic Scheduling Office is essential. Such an increase will enable scheduling staff to respond to scheduling requests more quickly, and perhaps most importantly, will enable the Academic Scheduling Office to provide better information about the availability of rooms at different times.

A staff position has been budgeted for FY 2006 to the Academic Scheduling Office to facilitate data maintenance, support, and training for the Resource 25 software. A second position, at a salary level of about \$35,000 (\$49,000 with fringe benefits and operating expenses) will be necessary to fully implement the recommendations of this Task Force. This determination is based on the increased load put on the Academic Scheduling Office with the addition of Banner entry for CCAS and anticipation that this load will continue.

II.B. Re-evaluate Time Bands.

The Task Force recommends a thorough analysis of the time bands and the percentage of classes allocated to the time bands to determine whether these are appropriate and whether, if compliance is achieved, classes can truly be scheduled into the available spaces and times.

III. IMPROVE COMPLIANCE

Improving compliance must be a joint effort between the Registrar's office, the Academic Scheduling Office, and the Schools. Only through cooperation can the scheduling process be fair and efficient.

III.A. Implement School Responsibility at the Assistant or Associate Dean Level

In order to centralize scheduling effectively, the Schools must take responsibility for departmental and chair behavior. The committee strongly recommends that each Dean designate a person at the associate or assistant dean level to monitor the scheduling process within the school, to insure compliance with time bands and days of week, to assess the viability of caps, and to work with chairs to make certain that chairs understand the significance of their actions.

The designated person in each Dean's office also will be the primary contact with the Registrar and Academic Scheduling Office. Once a situation, such as a change to the schedule, is approved by the Dean's Office in conversation with the Scheduling Office, it may be appropriate for the scheduler and department chair and/or faculty member to work together directly. Schedulers should not be required and/or encouraged to deal directly with faculty regarding schedule changes unless the School designee has approved such a change.

If a School does not near compliance after two semesters of guidance from the Office of the Registrar, it is recommended that the offending School's classroom assignments occur after those in all other Schools.

III.B. Enforce Adherence to Scheduling Guidelines

Schools must follow guidelines for scheduling classes among the different time bands. The Academic Scheduling Office, in cooperation with the Associate or Assistant Dean mentioned above, should enforce compliance. Should non-compliance continue, the Registrar should be required to report such non-compliance to the Associate Vice President for Academic Planning and Development and to the Executive Vice President for Academic Affairs.

III.C. Establish and Adhere to a Realistic Calendar

Task Force members believe that the time given to chairs to develop a schedule is unrealistic and that the rapid turnaround request leads to a good deal of guesswork in developing the schedule as well as departments "just getting something in" by the deadline while planning to make changes later. The Task Force recommends the following scheduling calendar:

Spring Schedule: Call goes out to schools last week of March; schedules to Registrar's Office by 1st week of August; data input by 3rd week August; review of schedules and corrections completed by 1st week of September; Run S25 2nd week of September; homeless list and revisions by last week of October; pre-registration for Spring begins early-November, before Thanksgiving.

Summer Schedule: Call goes out late September; schedules to registrar end of October.

Fall Schedule: Call goes out first week of October; schedules to Registrar 1st week of December; data input by early January; review of schedules and corrections completed by 3rd week January; Run S25 3rd week of January; homeless list and revisions by last week of February; pre-registration for fall begins mid-March (after spring break).

III.D. Simplify Instructions for Compliance with Scheduling Across Days of Week and in Time Bands.

Instructions issued by the Office for Academic Planning and Development are long and complicated. The Task Force recommends simplification of the document to help improve compliance.

III.E. Prepare Department Chairs

Instruction in proper scheduling should be incorporated into the training for new chairs. However, established chairs may not recognize the importance of their actions to the overall scheduling process and to the acquisition of acceptable classrooms for their courses. Therefore, the Task Force recommends that the Associate Vice President for Academic Planning and Development and/or a member of the staff involved in Academic Scheduling meet with all chairs by School during the Academic Year 2005-06 to inform

chairs of changes in scheduling and of new efforts to insure that all schools near compliance with scheduling procedures and are assigned suitable classrooms to meet course needs..

III.F. Preserve but Use Dedicated Space

Dedicated spaces in departments and schools, when used carefully and judiciously, can help the scheduling process and sometimes can provide more appropriate teaching space than can be found in the general inventory. Accordingly, departments and schools should be encouraged to make the maximum *reasonable* use of such space to schedule classes, especially for evening and graduate classes. This being said, it should also be recognized that dedicated space has many academic uses that must be preserved, and that use of such spaces as classrooms should be reserved for genuine "slack times" during the day.

IV. INNOVATE

The limited classroom situation is an excellent opportunity to think strategically and to experiment with a variety of strategies to improve efficiency of classroom use as well as to introduce flexibility and variety to the process. The following recommendations are made in the spirit of innovation.

IV.A. Create Mechanism for Adjusting Room Assignments to Enrollments

Under the current system, rooms are assigned to courses prior to registration. This ensures that each course has a physical place in which to meet. However, once registration has begun, individual courses may be larger or smaller than anticipated. The Academic Scheduling Office should have the authority to adjust room assignments to better match actual class size. Currently such changes are accomplished only with permission of the professors involved. It is important to note, however, that any such system will need to acknowledge pedagogical and technology considerations.

IV.B. Revise Use of the Printed Schedule

Because the copy for the printed schedule must be delivered to the printer at an early stage in order to be available for current student pre-registration, the schedule contains many errors by the time registration actually occurs. Although some advisors say they prefer to use a printed schedule, the greatest need for such a document appears to be for Colonial Inauguration (CI). The Task Force recommends that a printed schedule be prepared after current student pre-registration occurs. This printed schedule should be a document directed solely at advising and registration during CI. This means that graduate courses could be eliminated from the schedule and incoming graduate students could be directed to the web schedule. This printed schedule could be included with academic information designed to aid students in the registration process. The cost of the CI publication should be funded through the CI registration fee. Funding for the costs now incurred by the Registrar in producing the full printed schedule should be reallocated toward increased staffing in the Academic Scheduling Office.

IV.C. Experiment with pedagogies and innovative scheduling.

Pedagogies that blend distance learning with in-class learning may reduce dependence on classrooms and actually increase faculty-student interaction. Similarly, scheduling some classes in extended time blocks on Saturday but for seven to eight

weeks instead of the traditional fourteen-week semester could extend classroom utilization and meet the needs of working graduate students. Also worth exploring is offering additional numbers of classes in three 50-minute time blocks (MWF) and therefore distributing classes more fully across five days of the week.

IV. D. Establish Priority System for Assigning Large Undergraduate Courses

Large undergraduate introductory courses have found themselves to be homeless. Because these courses must be offered and serve the entire undergraduate population, consideration should be given to scheduling such courses first. Courses with anticipated enrollments of 100 or more are at greatest risk since the University has only eight classrooms that seat this many students.

IV. E. Implement Electronic Programs of Study (EPoS)

The Office of Academic Planning and Development (APD), in conjunction with the schools and ISS, has been developing an Electronic Programs of Study database into which undergraduate students would be required to enter online the courses for which they plan to register in future semesters. The database would be mined for information about anticipated course enrollments. This information would be provided to the schools and academic departments for use in planning course offerings for future semesters and would be used by APD and the Registrar to meet section demands.

IV.F. Provide Online Information About Space to Departments and Schools

With full implementation of R25, faculty will be able to view online space available at a given time. A faculty member wanting to move a class or schedule an impromptu event will be able to determine what is available before requesting the space.

IV.G. Revise Practices Regarding Non-Degree Students

In view of current strains on classroom capacity, the on-line registration system should be set up to ensure that students who are enrolled in degree programs have the first claim on classroom space.

For the most part, non-degree students become eligible to register only after all degree seeking students have had the opportunity to register. About 700 to 850 students register each semester as non-degree; about 550 non-degree students register in the summer. Non-degree students are rarely full-time. Some newly admitted graduate students who register late and some freshmen who attend the last CI register after non-degree students do.

The Task Force recognizes that non-degree students contribute about \$6 million in net revenue to the University and that it is important to preserve reasonable access for all constituencies. The Task Force therefore recommends that registration restrictions be minimal and be placed only on individual courses that have experienced serious problems in the past. For restricted courses, non-degree students would require permission to take the course and would need to be registered via a Registration Transaction Form.

IV.H. Retain Swing Space for Renovation

As GW's campuses continue to undergo renewal, spaces serving all purposes will go off-line. To accommodate the renovations that are a key part of campus renewal, the University must maintain multi-purpose swing space.

IV. I. Fund Classroom Renovation

The quality of the University's classrooms needs upgrading. Black/whiteboards that are in poor condition, blinds that do not provide adequate darkening for high quality digital projection, and poor seating must be replaced. An audit of GW's classrooms is in progress, and the room-specific deficiencies noted in the audit should be addressed.

IV. J. Plan Classroom Space in Accordance with Changes in Enrollment and Pedagogical Trends

The demand for classroom space (type, size and equipment) is a complex and dynamic "variable" that is difficult to project. It also is related to office space. As the number of faculty grows to match the growth in enrollment, space will need to be allocated both to classroom needs and to faculty office space. The Task Force recommends improved coordination of building plans with likely future classroom needs. Such planning should take into account space needs of both teaching and research, plans for changes in enrollment patterns and pedagogical changes that may affect need for technology and/or class size.

V. RE-EVALUATE

Because it is impossible to determine whether classroom space is adequate until certain efficiencies are achieved in the scheduling process, the Task Force recommends that the adequacy of classroom space be evaluated in Spring 2007 by an ongoing University-wide Committee in conjunction with the University's building program.

The committee also recommends that the current guidelines for scheduling, including the time band distributions, be reevaluated to ensure that full compliance by all schools will, in fact, substantially reduce homelessness, while maintaining the appropriate flexibility of schools to meet the specific needs of teaching undergraduate and graduate students.

In conclusion, it is important to note strategies that do not represent good solutions. These include canceling classes, increasing class size, making classes or registrations unavailable to any of our constituencies and otherwise reducing the quality of instruction for GW students. GW cannot afford to decrease the quality of its education and compete in today's educational marketplace.

REPORT OF THE EXECUTIVE COMMITTEE

Lilien F. Robinson, Chair

September 9, 2005

It is wonderful to see everyone back. I hope that the summer months have been good ones and that everyone is energized and looking forward to resuming the work of the Senate on behalf of our colleagues.

Let me report on matters that have come to the Executive Committee over the summer as well as provide updates on a number of matters.

I. ACTIONS OF THE EXECUTIVE COMMITTEE

Correspondence with President Trachtenberg and Board of Trustees Chairman Manatt

In June the Executive Committee sent a letter to President Trachtenberg and Chairman Manatt reiterating the Faculty Senate's views and recommendations, as expressed in Resolution 05/2, regarding faculty/staff compensation increases and policy. This letter and the recently received response of Chairman Manatt and President Trachtenberg have been posted on the Faculty Senate website. Faculty members have been so advised. (The Executive Committee's letter and the response of President Trachtenberg and Chairman Manatt are attached to this report.)

4x4 Curriculum

The Executive Committee has appointed Professor Robert Rycroft to the Committee on the 4x4 Curriculum. He replaces Professor Joseph Pelzman, who is currently on leave.

Online Course Evaluations

As some of you may recall, two years ago the Faculty Senate passed a resolution, presented by the Joint Committee, supporting an online course evaluation pilot program that the Elliott School faculty had agreed to have administered in their School. The resolution called for a subsequent review, assessment, and recommendations by the Faculty Senate.

Although the details are not clear, last year the pilot program was extended by the administration to other Schools. Our understanding is that those were Columbian College and the Graduate School of Education. During the summer session the Executive Committee was alerted to on line course evaluations being conducted in SBPM.

Pursuant to discussions with the Executive Director of Academic Planning and Assessment, the Executive Committee's understanding is that the online course evaluations, with the

exception of distance learning courses, will be discontinued and the process defined by the Senate's resolution would be followed. Accordingly, the Executive Committee has asked the Educational Policy Committee, in cooperation with the Joint Committee of Faculty and Students, to review, assess, and make recommendations with respect to the pilot program. Data provided by the Office of Academic Planning and Assessment has been forwarded to the Committee.

Other Matters Assigned to Faculty Senate Committees

The Executive Committee has also directed matters for consideration to the Committees on Professional Ethics and Academic Freedom, Appointment, Salary, and Promotion Policies, and Research. These pertain to conflict of interest disclosure forms, automatic extension of the tenure clock, and research compliance issues.

II. PERSONNEL MATTERS

Grievances

One grievance in Columbian College is in mediation.

Nonconcurrences

One administration nonconcurrence with the faculty's negative recommendation on tenure was forwarded to the Academic Affairs Committee of the Board. The Committee sustained the nonconcurrence, thus approving tenure despite the recommendation of the faculty.

III. OTHER MATTERS

Sexual Harassment Policy

The University General Counsel's Office is completing its review of the Sexual Harassment Policy. Discussion on a number of points has been ongoing between Richard Weitzner and Art Wilmarth.

Biennial Salary Equity Review

The biennial salary equity review has been completed and Professor Michael King will be presenting the report to the Appointment, Salary, and Promotion Policies Committee and subsequently to the Faculty Senate.

Deans' Reports

As part of the Senate's ongoing program of reports from the Deans, the Executive Committee has invited Dean Futrell to present and update, either at the October or November meeting.

Hurricane Katrina Relief Effort

President Trachtenberg has asked me to alert the faculty to the University's fundraising initiative on behalf of Hurricane Katrina's victims. It is being administered by the office of the Provost and Vice President for Health Affairs. Monetary donations to the American Red Cross Disaster Relief fund are being accepted in Ross Hall, suite 713 E.

The Executive Committee will be posting this information for the faculty on the Senate's website.

Faculty Senate Report to the Academic Affairs Committee of the Board of Trustees

Please note that we have circulated copies of the Faculty Senate report which Art Wilmarth presented to the Academic Affairs Committee of the Board of Trustees at their May meeting. (The Report is attached.)

We have also distributed to the Senate the final Report on Classroom Scheduling (the Report is attached).

THE GEORGE WASHINGTON UNIVERSITY
Washington, DC

The Faculty Senate

September 1, 2005

**The Faculty Senate will meet on Friday, September 9, 2005, at 2:10 p.m.,
in the Alumni House, 1925 F Street, N.W.**

AGENDA

- 1. Call to order**
- 2. Approval of the minutes of the special meeting of May 9, 2005, as distributed**
- 3. Approval of the minutes of the regular meeting of May 13, 2005, as distributed**
- 4. Introduction of Resolutions**
- 5. Response of Administration to Senate Resolutions – 2004-05 Session
(Administration's Response and Resolutions are attached)**
- 6. Funding Classroom Renovations -- Past and Future: Executive Vice President for
Academic Affairs Donald R. Lehman**
- 7. Update on campus construction/renovation and Square 54 development:
Executive Vice President and Treasurer Louis H. Katz**
- 8. General Business:**
 - (a) Nominees for election to the Dispute Resolution Committee: Professor Brian L.
Biles (SPHHS), and Guillermo Gutierrez (SMHS) [replacing Professors
Jeffrey P. Smith and Salman Kazmi, respectively]**
 - (b) Nominees for election to Senate Standing Committees:**

Appointment, Salary, and Promotion Policies: Philip W. Wirtz
Honors and Academic Convocations: Barbara D. Miller, Chair
**Fiscal Planning & Budgeting: Joseph Cordes, Randall Packer,
Henry Solomon, Harry Watson; University & Urban Affairs:
Stuart A. Umpleby**
 - (c) Annual Reports of Senate Standing Committees: Faculty Senate Executive
Committee, Appointment, Salary and Promotion Policies, Joint Committee
of Faculty and Students (the Reports are attached)**
 - (d) Report of the Executive Committee: Lilien F. Robinson, Chair**

10. Brief Statements (and Questions)

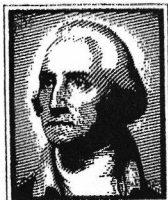
11. Adjournment

Elizabeth A. Amundson

**Elizabeth A. Amundson
Secretary**

Attachments

**Following adjournment, Senate members will have an opportunity to tour Duques Hall
(School of Business)**



THE GEORGE
WASHINGTON
UNIVERSITY
WASHINGTON DC

THE PRESIDENT

TO: Arthur E. Wilmarth, Jr., Chair (2004-05)
FROM: Stephen Joel Trachtenberg
SUBJECT: Faculty Senate Resolutions
DATE: June 30, 2005

Art: I am in receipt of your May 2 memorandum providing a tabulation of resolutions acted upon by the Faculty Senate during its 2004-05 session. As you requested, I am pleased to attach the response of the Administration to these resolutions for inclusion in the Faculty Senate Annual Report. This reply also addressed Resolutions 05/1 and 05/2 submitted by Lilien Robinson on May 17.

SJT/h
c: Lilien Robinson

RESOLUTIONS 2004-05 SESSION

Resolution Number	Date of Meeting	Title of Resolution	Action	Response of Administration
04/3	11/12/04	A Resolution to Endorse Reinstatement of the Interim Policy and Procedures Governing Sexual Harassment Complaints, as Originally Adopted by the Faculty Senate in Resolution 98/5, with Certain Further Amendments	Adopted as amended	Done
04/4	11/12/04	A Resolution Expressing Concern About and Requesting Joint Senate and Administration Review of Recent Classroom Shortage	Adopted as amended	Final review of report underway; will be shared with the Faculty Senate mid-summer; several key recommendations already being implemented
04/5	1/21/05	A Resolution to Endorse The George Washington University Policy and Procedures Regarding Allegations of Research Misconduct	Adopted, with underlying documents as amended	Implemented
04/6	1/21/05	A Resolution to Endorse Revised Disclosure Forms and Conforming Changes to The George Washington University Policy on Conflicts of Interest and Commitment	Adopted, with underlying documents as amended	Acknowledged with gratitude in getting this adopted on the schedule request
04/7	1/21/05	A Resolution Recommending Improved Timing of the Budget Cycle to Permit Better Consultation with Faculty	Adopted	Even greater consultation seems sound; the Administration looks forward to refining its efforts in consultation with the Senate

RESOLUTIONS 2004-05 SESSION

Resolution Number	Date of Meeting	Title of Resolution	Action	Response of Administration
04/8	2/11/05	A Resolution to Restate the Names of the Standing Committees in the Bylaws of the Faculty Senate Appended to the Faculty Organization Plan	Adopted	Noted
04/9	3/11/05	A Resolution for the Appropriate Regulation of Honors, Awards, or Distinctions by Units of the University	Remanded to The Honors and Academic Convocations Committee	Accepted
	4/8/05		Adopted, as amended	
04/10	4/8/05	A Resolution of Appreciation for Arthur E. Wilmarth, Chair, Senate Executive Committee	Adopted by Acclamation	Noted

RESOLUTIONS 2004-05 SESSION

Resolution Number	Date of Meeting	Title of Resolution	Action	Response of Administration
05/1	05/13/05	A Resolution to Endorse the Sexual Harassment Policy and Procedures of The George Washington University	Adopted	Final due diligence underway by counsel; implementation expected by September 2005
05/2	05/13/05	A Resolution on Faculty and Staff Compensation Increases and Compensation Policy	Adopted	<p>1(1)-We believe that the initiative of the Administration this year is directed toward attaining the objectives articulated in Resolution #1; comparative data derived from the AAUP is available on an annual basis and shared with the Faculty Senate</p> <p>1(2)-The Administration has indicated its goal of providing periodic merit-based raises on an annual basis going forward and further indicated that on a contingent basis is working toward a 4% raise in the year to come</p> <p>2-Asked and answered (see Resolution 04/7)</p> <p>3-Previously asked and answered</p> <p>4-See response to #1 above</p> <p>5-Accepted in part and declined in part</p>

A RESOLUTION TO ENDORSE REINSTATEMENT OF THE INTERIM POLICY AND PROCEDURES GOVERNING SEXUAL HARASSMENT COMPLAINTS, AS ORIGINALLY ADOPTED BY THE FACULTY SENATE IN RESOLUTION 98/5, WITH CERTAIN FURTHER AMENDMENTS (04/3)

WHEREAS, in Resolution 98/5, adopted on December 11, 1998, the Faculty Senate (i) endorsed the Interim Policy and Procedures Governing Sexual Harassment Complaints, as amended (the "Interim Policy and Procedures endorsed in Resolution 98/5"), and recommended the promulgation of that document to the University community; (ii) recommended that an ad hoc committee be jointly appointed by the Vice President for Academic Affairs and the Chair of the Faculty Senate Executive Committee; and (iii) recommended that the ad hoc committee review the Interim Policy and Procedures as endorsed in Resolution 98/5 and report its recommendations to the Faculty Senate with regard to any proposed amendments to that document; and

WHEREAS, in Resolution 99/6, adopted on May 5, 2000, the Faculty Senate reviewed and endorsed, with a number of amendments, the ad hoc committee's proposed Policy and Procedures Governing Sexual Harassment Complaints ("Resolution 99/6 Document"), as a proposed replacement for the Interim Policy and Procedures endorsed in Resolution 98/5;

WHEREAS, the University Administration referred the Resolution 99/6 Document to outside counsel and, on January 4, 2001, the Administration issued a "Revised Draft," which significantly changed the Resolution 99/6 Document and incorporated a number of provisions that the Faculty Senate had specifically rejected in adopting Resolution 99/6; and

WHEREAS, in Resolution 00/6, adopted on April 27, 2001, the Faculty Senate withheld its endorsement of the "Revised Draft" and "urgently request[ed] the University President to suspend acceptance of the Revised Draft and direct the preparation, in consultation with the Faculty Senate, of a re-draft of the Sexual Harassment Policies and Procedures with the goal of more fairly balancing the procedural rights of the respondents with the creation of an appropriate process that does not discourage complainants"; and

WHEREAS, in a memorandum dated June 27, 2001, from the President to the Chair of the Executive Committee of the Faculty Senate, the Administration stated that its response to Resolution 00/6 was "[i]n process", but no further response to Resolution 00/6 has been presented to the Faculty Senate; and

WHEREAS, during the period from December 11, 1998, to June 25, 2004, members of the Faculty Senate Executive Committee and other members of the Faculty Senate understood that the Interim Policy and Procedures endorsed in Resolution 98/5 remained in force as the document governing sexual harassment complaints in which faculty members were named as parties; and

WHEREAS, on June 25, 2004, in response to an inquiry from the Chair of the Executive Committee regarding notification procedures followed in a recent sexual harassment investigation, the Administration provided the Executive Committee with a document designated as "Interim Policy and Procedures Governing Sexual Harassment Complaints (Revised 4/14/99)" (the "4/14/99 Revision"), which the Executive Committee learned was posted on the University's website along with other University policies; and

WHEREAS, the Faculty Senate was not consulted when the Administration prepared the 4/14/99 Revision, and, prior to June 25, 2004, the Faculty Senate was not notified that the Administration had adopted the 4/14/99 Revision and had posted that document on the website for University policies; and

WHEREAS, based on its review of the 4/14/99 Revision, the Executive Committee determined that the 4/14/99 Revision made twelve significant changes to the Interim Policy and Procedures endorsed in Resolution 98/5, with many of those changes affecting academic freedom and the due process rights of complainants and respondents in sexual harassment proceedings; and

WHEREAS, (i) Exhibit A attached hereto sets forth the Interim Policy and Procedures endorsed in Resolution 98/5, as marked to show all of the changes made in the 4/14/99 Revision; and (ii) Exhibit B attached hereto summarizes the twelve most significant changes that were made in the 4/14/99 Revision;

WHEREAS, Article IX of the Faculty Code recognizes fundamental principles of shared governance that promote cooperation and consensus in decision making among the regular, active-status faculty, the officers of the University Administration, and the Board of Trustees; and, in particular, Article IX.B. states that "[t]he faculty cannot perform an effective and responsible role in University decision making without the cooperation of the administrative officers of the University. . . . Faculty bodies charged with responsibilities for particular policy and planning areas are entitled, to the extent feasible, to be informed sufficiently in advance of important decisions within their areas of competence to be able to provide their advice or recommendations to the appropriate University officials"; and

WHEREAS, in recognition of the foregoing principles of shared governance, Article I, Section 2 of the Faculty Organization Plan provides that "the Faculty Senate . . . shall be a representative body acting for the Faculty as a whole in legislative and advisory capacities"; accordingly, the Administration has followed a long-established practice of referring to the Faculty Senate, for its advice and recommendations, proposed University policies with a significant potential impact on the faculty before such policies are adopted or implemented by either the Administration or the Board of Trustees; and

WHEREAS, the Faculty Senate Executive Committee has expressed to the Administration its firm belief and great concern that the Administration's adoption and implementation of the 4/14/99 Revision, without prior consultation with or notice to the

Faculty Senate, represented a clear departure from the principles, practice, and tradition of shared governance at The George Washington University; and

WHEREAS, in response to the expressions of the Faculty Senate Executive Committee, the Administration has agreed to reinstate the Interim Policy and Procedures endorsed in Resolution 98/5, with certain amendments, in accordance with the following understandings:

- (1) In adopting this Resolution 04/3, the Faculty Senate will endorse the following amendments to the Interim Policy and Procedures endorsed in Resolution 98/5: (a) the Code of Student Conduct will govern formal complaints in which both parties are students or the respondent is a student, (b) the Manual of Personnel Policies will govern formal complaints in which both parties are staff members, (c) persons who have concerns or potential complaints about inappropriate sexual behavior may contact, in addition to the Sexual Harassment Coordinator, the Director of Equal Employment ~~Activities~~ Opportunity, the Dean of Students, or the Assistant Vice President in the Office of Faculty Recruitment and Personnel Relations, but each of those persons will refer all such matters to the Coordinator, and (d) a formal complaint hearing will be closed to the public if either party so requests [new provision] or if the formal complaint panel so determines [existing Senate provision]; and
- (2) The Interim Policy and Procedures endorsed by Resolution 98/5 and amended by Resolution 04/3 will take effect upon the Faculty Senate's adoption of this Resolution and will continue in effect during the remainder of the Faculty Senate's 2004-05 term; and
- (3) The Faculty Senate and the Administration will use their best efforts to agree on a final policy and procedures governing sexual harassment before the expiration of the Faculty Senate's 2004-05 term; to that end, this Resolution will authorize the creation of a joint task force to prepare a consensus document that will be reported to the Faculty Senate's Committee on Professional Ethics and Academic Freedom ("PEAF Committee") for its expeditious review and, following such review, the consensus document will be referred to the Faculty Senate with the PEAF Committee's recommendations; and
- (4) In negotiating a consensus document, representatives of the Administration will not be bound by the Interim Policy and Procedures endorsed in Resolution 98/5 and amended by Resolution 04/3, it being understood that the Administration has agreed to reinstate such Policy and Procedures in order to restore a spirit of comity and trust with the Faculty Senate, and in furtherance of the principles of shared governance; and

WHEREAS, attached as Exhibit C hereto is the Interim Policy and Procedures Governing Sexual Harassment Complaints as endorsed in Resolution 98/5, as marked to show the amendments needed to satisfy the Administration's requests set forth in paragraph (1) of the foregoing recital and to make a small number of further technical and clarifying changes; **NOW THEREFORE**

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

- (1) That the Faculty Senate endorses the "Interim Policy and Procedures Governing Sexual Harassment Complaints" in the form attached hereto as Exhibit C, and recommends that such policy and procedures take effect in the University community as of the date of the Faculty Senate's adoption of this Resolution and continue in effect during the remainder of the Faculty Senate's 2004-05 term; and
- (2) That the "Interim Policy and Procedures Governing Sexual Harassment Complaints," as amended and endorsed by this Resolution, be referred to a joint task force appointed by the Executive Vice President for Academic Affairs and the Chair of the Executive Committee of the Faculty Senate for the purpose of drafting a consensus final policy and procedures governing sexual harassment complaints, which will be reported to the Committee on Professional Ethics and Academic Freedom of the Faculty Senate ("PEAF Committee") for its expeditious review and, following such review, will be referred to the Faculty Senate with the PEAF Committee's recommendations; and
- (3) That the joint task force, the PEAF Committee and the Faculty Senate will use their best efforts to recommend, prior to the expiration of the Faculty Senate's 2004-05 term, a final policy and procedures governing sexual harassment for approval and implementation by the University Administration.

Executive Committee of the Faculty Senate
November 3, 2004

Adopted, as amended, November 12, 2004

A RESOLUTION EXPRESSING CONCERN ABOUT AND REQUESTING JOINT SENATE AND ADMINISTRATION REVIEW OF THE RECENT CLASSROOM SHORTAGE (04/4)

WHEREAS, the Scheduling Office has very recently rejected significant parts of class schedules proposed by some academic departments, that have been in their hands since mid-July, and directed numerous departments in several schools to either cancel or reschedule a set of classes identified as ones to which they have not been able to assign a classroom at the requested day/time/campus; and

WHEREAS, the Fiscal Planning and Budgeting Committee has in its Budget reports in recent years noted the strong likelihood of this sort of classroom crisis, due to a confluence of rapidly rising undergraduate enrollments and a declining stock of available mid-size classrooms, combined with an apparent unwillingness on the part of University administration budget authorities to plan and invest appropriately to meet the challenges of providing an adequately increased supply of classrooms, repeatedly asserting that more efficient use of our existing facilities would resolve these problems; and

WHEREAS, this recent experience shows clearly that there still exists an inadequate supply of classrooms to meet the desires and needs of academic departments to schedule courses at certain times/days, despite recent radical restructuring of the time-bands to achieve greater efficiency of use of existing resources; **NOW, THEREFORE,**

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

(1) That the Faculty Senate requests that the President direct a high-level review of the recent classroom shortage and of plans to remedy this situation no later than Fall 2005 and in future semesters, such review to be conducted with the participation of faculty designated by the Faculty Senate, the results of this review to be reported to the Senate before the Fall 05 Schedule of Classes is to be established; and

(2) That the Faculty Senate requests that a joint subcommittee be constituted by the Chairs of the Committee on Physical Facilities, on Educational Policy, and Fiscal Planning and Budgeting, and designates this Joint Subcommittee to participate in the Administrative review requested in the preceding paragraph.

Respectfully submitted,

William B. Griffith, Member, CCAS
Nov. 12, 2004

Adopted, as amended, November 12, 2004

**A RESOLUTION TO ENDORSE THE GEORGE WASHINGTON UNIVERSITY
POLICY AND PROCEDURES REGARDING ALLEGATIONS OF RESEARCH
MISCONDUCT (04/5)**

WHEREAS, in Resolution 03/8, adopted on March 12, 2004, the Faculty Senate expressed its support for "The George Washington University Policy and Procedures Regarding Allegations of Scientific Misconduct," with the understanding that such Policy and Procedures would be adopted on an interim basis until final Policy and Procedures were reported favorably to the Faculty Senate by the Faculty Senate Committee on Professional Ethics and Academic Freedom (PEAF); and

WHEREAS, in adopting Resolution 03/8, the Faculty Senate was advised that the interim Policy and Procedures were required to bring the University's sponsored research programs into compliance with regulations issued by the Office of Research Integrity (ORI) of the U.S. Public Health Service in 42 Code of Federal Regulations Part 50, Subpart A;

WHEREAS, the PEAF Committee and members of the University Administration have completed their review of the interim Policy and Procedures and have also considered proposed regulations issued by ORI in April 2004 (69 Federal Register 20777), which would make a number of amendments to 42 Code of Federal Regulations Part 50, Subpart A, as well as ORI's model policy and procedures regarding allegations of research misconduct;

WHEREAS, the PEAF Committee and members of the University Administration have agreed that the final Policy and Procedures should reflect pending amendments proposed by ORI, so that (1) the final Policy and Procedures will be designated as "The George Washington University Policy and Procedures Regarding Allegations of Research Misconduct," and (2) the nature of the misconduct covered therein will be defined as "research misconduct" rather than "scientific misconduct," in order that the final Policy and Procedures will apply to fabrication, falsification, or plagiarism in proposing, performing, or reviewing research or in reporting research results in all fields of scholarly inquiry; and

WHEREAS, in accordance with views expressed during the Faculty Senate's discussion of Resolution 03/8, the PEAF Committee and members of the University Administration have agreed that the final Policy and Procedures should provide persons accused of research misconduct ("respondents") with the right to be fully advised of the nature of the charges against them and the right to be heard in connection with any informal inquiry and/or formal investigation into such charges;

WHEREAS, to provide respondents with the procedural protections referred to in the preceding paragraph, the final Policy and Procedures endorsed by the PEAFF Committee (after consultation with members of the University Administration) provide each respondent with the following additional rights that were not contained in the Interim Policy and Procedures:

- (i) the right to have the respondent's own counsel present at interviews or meetings conducted during an informal inquiry or formal investigation (Part IV.C.);
- (ii) the right to receive written notice of the initiation of an informal inquiry, including a clear identification of each allegation of research misconduct (Part V.A.);
- (iii) the option to require the University to conduct an informal inquiry by appointing a committee of at least three qualified individuals to perform the inquiry in place of the Associate Vice President for Health Research (Part V.D.);
- (iv) the requirement that Administration officials will consult with four faculty representatives – namely, the Chairs of the Executive and Research Committees of the Faculty Senate, the Chair of the Basic Science Faculty Assembly of the University's Medical Center, and a fourth faculty representative determined in collaboration with the President of Medical Faculty Associates, Inc. – in designating the members of an informal inquiry committee or of a formal investigation committee, and in considering any challenge by the respondent to members of those committees (Parts V.D. and VII.C.);
- (v) the right to receive a copy of the charge given by the Associate Vice President for Health Research to a formal investigation committee (Part VII.D.1.);
- (vi) the requirement that the draft report prepared by a formal investigation committee must provide a detailed description of all testimony and other evidence upon which the committee intends to rely in making its findings (Part VIII.A.1.);
- (vii) the right of a respondent, before submitting comments on the investigation committee's draft report, to obtain copies of all testimonial and documentary evidence referred to in such report (Part VIII.A.1.);

- (viii) the requirement that the investigation committee's final report must provide a detailed description of the testimony and other evidence supporting the committee's findings (Part VIII.B.);
- (ix) the requirement that the Associate Vice President for Health Research must provide a copy of the University's final decision to the respondent (Part VIII.D.);
- (x) the requirement that any disciplinary actions taken by the University against a respondent must be consistent with the Faculty Code or the Manual of Personnel Policies for the Use of Supervisory Staff or, in the case of a student, the Guide to Student Rights and Responsibilities (Part XI);
- (xi) the requirement that, if the University finds no misconduct and ORI concurs: (A) the Administration will consider appropriate efforts, in consultation with the respondent, to address concerns relating to the respondent's reputation and public knowledge of the inquiry and/or investigation conducted by the University, including the University's publication of the final outcome in scholarly and professional journals and other appropriate forums, and (B) upon request from elected faculty representatives or other University officials, the Administration will consider additional measures to address the respondent's concerns, including consideration of interim research support (ordinarily not to exceed one year) for the respondent's ongoing research activities (Part XII.B.); **NOW THEREFORE**

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

(1) That the Faculty Senate endorses the "The George Washington University Policy and Procedures Regarding Allegations of Research Misconduct," in the form attached to this Resolution as Exhibit A; and

(2) That the Faculty Senate understands and expects that any proposed future amendments to the attached Policy and Procedures will be presented to the Faculty Senate for its review and endorsement in keeping with the procedures leading to the adoption of Resolution 03/8 and this Resolution.

Faculty Senate Committee on Professional Ethics and Academic Freedom
December 10, 2004

Adopted, with the underlying document as amended, January 21, 2005

**A RESOLUTION TO ENDORSE REVISED DISCLOSURE FORMS AND
CONFORMING CHANGES TO THE GEORGE WASHINGTON UNIVERSITY
POLICY ON CONFLICTS OF INTEREST AND COMMITMENT (04/6)**

WHEREAS, federal requirements regarding conflicts of interest pertaining to federally-sponsored research were first addressed in The George Washington University Policy on Conflicts of Interest in Federally Funded Research (1995); and

WHEREAS, this policy was superseded by The George Washington University Policy on Conflicts of Interest and Commitment (1998) (hereinafter the "Policy on Conflicts of Interest"), whose scope included not only research conflicts of interest but other conflicts of interest and commitment involving faculty members and persons responsible for the design, conduct, or reporting of externally funded programs (hereinafter "Investigators"); and

WHEREAS, the Policy on Conflicts of Interest was amended in May 2004, in order to bring the Policy into compliance with applicable federal regulations concerning conflicts of interest in externally-sponsored research; and

WHEREAS, the University Administration has proposed two revised disclosure forms, pursuant to the Policy on Conflicts of Interest, to be completed by (1) faculty members and Investigators in connection with their annual reports to the University, and (2) faculty members and Investigators in connection with proposals for external funding (hereinafter "Disclosure Forms"); and

WHEREAS, representatives of the Faculty Senate Committee on Professional Ethics and Academic Freedom and the Faculty Senate Committee on Research have met with Administration representatives and, after making modifications, have agreed to the contents of the revised Disclosure Forms; and

WHEREAS, representatives of the foregoing Senate Committees and the Administration have also agreed on technical changes to the Policy on Conflicts of Interest in order to make appropriate references to the revised Disclosure Forms; and

WHEREAS, the Policy on Conflicts of Interest, marked to show the agreed technical changes, is attached to this Resolution as Exhibit A; and

WHEREAS, the revised Disclosure Forms agreed to by representatives of the foregoing Senate Committees and the Administration are attached hereto as Exhibits B and C; and

WHEREAS, the Faculty Senate believes that the technical changes to the Policy on Conflicts of Interest and the revised Disclosure Forms are consistent with the best interests of the University and its faculty; **NOW, THEREFORE**

**BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE
WASHINGTON UNIVERSITY:**

- (1) That the Faculty Senate hereby endorses the proposed technical changes to the Policy on Conflicts of Interest, as shown on Exhibit A attached to this Resolution; and
- (2) That the Faculty Senate hereby endorses the revised Disclosure Forms as referenced in Part IV.A. of the Policy on Conflicts of Interest and attached to this Resolution as Exhibits B and C; and
- (3) That the Faculty Senate expects that, consistent with the procedures described above, future amendments to the Policy on Conflicts of Interest and the Disclosure Forms will be presented to the Faculty Senate for its review and recommendations prior to the adoption thereof by the University.

Faculty Senate Committee on Professional Ethics and Academic Freedom
Faculty Senate Committee on Research
January 13, 2005

Adopted, with the underlying documents as amended, January 21, 2005

**A RESOLUTION RECOMMENDING IMPROVED TIMING OF THE BUDGET
CYCLE TO PERMIT BETTER CONSULTATION WITH FACULTY (04/7)**

WHEREAS, the administration has advised the Fiscal Planning and Budgeting Committee of the Faculty Senate that it is adopting a budgeting strategy of requiring many divisions of the University, including most of the schools, to annually reduce their expense budgets, these funds to be sequestered and some portion returned and targeted towards the strategic priorities of the University and schools*; and

WHEREAS, in the colleges and schools, such reductions, repeated now for several years, start to require deans to begin to dismantle and/or restructure academic programs, often discontinuing part-time faculty and transferring full-time faculty to achieve the required "savings;" and

WHEREAS, the Faculty Code, Section IX.A, entitles faculty to "an active role ...including an opportunity to make recommendations" when such academic-program eliminations and restructuring are being considered, but the amount of time allowed in the budget cycle for deans to identify and report to the budget office the cut they will make is insufficient to allow enough time for significant consultation with the faculty of the schools involved; **NOW, THEREFORE**

**BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE
WASHINGTON UNIVERSITY:**

1) That the budget cycle of the University, that is, the timing of the informing of deans of budgetary targets and the fixing of dates by which recommendations are due to the budget office, should be modified to permit deans the time and opportunity to confer with faculty in advance of arriving at their recommended budget cuts, and to encourage Deans to confer with faculty, and to allow faculty their Code-guaranteed right to participate in these budget-driven restructurings, in light of the importance of the academic consequences of this budget strategy; and

2) That, in addition to the above short-run strategy, the Administration should commit itself to more long-range budget planning, especially academic planning in conjunction with the deans and faculties of the colleges and schools, as we attempt to reach our strategic goals in the next decade.

* (In FY04 1.1% of school budget expense reductions was matched with a 1.1% budget expense reduction from Administrative units and the total reallocated to Academic Affairs. In FY05 1.62% of school budget expenses was reallocated across the entire University budget.)

Fiscal Planning and Budgeting Committee of the Faculty Senate
Approved: Dec. 18, 2004

Adopted, January 21, 2005

A RESOLUTION TO RESTATE THE NAMES OF THE STANDING COMMITTEES IN THE BYLAWS OF THE FACULTY SENATE APPENDED TO THE FACULTY ORGANIZATION PLAN (04/8)

WHEREAS, Section 10 of the Bylaws of the Faculty Senate provides for the establishment of a number of standing committees, in accordance with Article III, Section 5(a) of the Faculty Organization Plan; and

WHEREAS, since 1990, the Faculty Senate has amended Section 10 of the Bylaws on four occasions in order to eliminate one standing committee and to change the names of three standing committees; and

WHEREAS, on certain occasions since 1990, the Faculty Senate Executive Committee has informally changed the names of standing committees; and

WHEREAS, it now seems desirable to amend Section 10 of the Bylaws in order to restate the names of the standing committees of the Faculty Senate so that those names will conform to the current practice of the Faculty Senate; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That Section 10 of the Faculty Senate Bylaws be amended to read as follows:

**There shall be standing committees for the following areas:
Appointment, Salary, and Promotion Policies (including Fringe Benefits);
Admissions Policy, Student Financial Aid, and Enrollment Management;
Athletics and Recreation; Educational Policy; Faculty Development
and Support; Fiscal Planning and Budgeting; Honors and Academic
Convocations; Libraries; Physical Facilities; Professional Ethics
and Academic Freedom; Research; and University and Urban Affairs.**

BE IT FURTHER RESOLVED

That the second paragraph of Section 10 of the Faculty Senate Bylaws, which provides that "Other standing committees created by the Senate shall continue in force.", be deleted as unnecessary and obsolete, in view of the fact that all of the standing committees of the Faculty Senate will be listed in Section 10 of the Faculty Senate Bylaws as amended by the preceding resolution.

**Executive Committee of the Faculty Senate
January 28, 2005**

Adopted, February 11, 2005

A Resolution for the Appropriate Regulation of Honors, Awards, or Distinctions by Units of the University (04/9)

WHEREAS, it is of the first importance that any honor, award, or distinction linked with the name of The George Washington University continue to deserve the high regard of the entire academic community and the world at large; and

WHEREAS, it is essential therefore that such honors, awards, or distinctions be conferred with due deliberation on individuals or associations properly deserving of that honor, award, or distinction; and

WHEREAS, to that end it is desirable that in conferring such honors, awards, or distinctions on persons outside the community of GW students, faculty, and staff a degree of uniformity in standards, criteria, and deliberation be maintained throughout the University; **NOW, THEREFORE**

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

- 1) That, with respect to persons outside the community of students, faculty, and staff of The George Washington University, only Schools of the University should be authorized to confer honors, awards, or distinctions (that is, not individual Departments or other academic subdivisions, Institutes, or Centers, or other components, including 'schools within Schools', although these could well suggest or initiate consideration of such), subject to some appropriate procedures to be established by and within each School for that purpose, such procedures to be approved by the Executive Vice President for Academic Affairs; and
- 2) that nominations for such School honors, awards, or distinctions should be vetted and approved by the Committee on Honors and Academic Convocations of the Faculty Senate (the "Committee") on the basis of materials submitted in support of each honor to be conferred by the School and the guidelines set forth in the Appendix to this Resolution, much as that Committee now vets nominations for the award of honorary degrees submitted by the various Schools; provided, that awards of a more modest nature may be approved by the Committee on a generalized basis in accordance with such procedures as the Committee may determine to be appropriate, including the approval of standard criteria to be followed by a School in selecting recipients of such awards.

Appendix: Guidelines for Conferral of Honors, Awards, or Distinctions

- 1) The awardee must have achieved distinction in his or her profession. "Distinction" can be measured in a variety of ways: winning significant prizes for professional or scholarly work; achieving national or international recognition for professional or scholarly work; or displaying the kind of professional or scholarly skills or abilities, character, and integrity that might cause the nominee to be considered to be a role model for students.
- 2) The awardee must have made the kind of contribution to his or her profession that has measurably enhanced or improved the profession. The awardee must have set a new standard for

accomplishment, found new ways to deliver the benefits of the profession, or otherwise brought recognition to the profession.

3) A connection with GW and the School proposing the honor, award, or distinction would be an important positive factor.

Committee on Honors and Academic Convocations

Barry L. Berman, Acting Chair

March 22, 2005

Adopted, April 8, 2005

A RESOLUTION OF APPRECIATION (04/10)

WHEREAS, Arthur E. Wilmarth, Jr., has earned the highest respect, gratitude, and admiration of the University community; and

WHEREAS, his term on the Executive Committee of the Faculty Senate has reached its statutory limit; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the following citation be issued:

In recognition of the wide range of outstanding contributions to The George Washington University made by Professor Arthur E. Wilmarth, Jr., during his 19 years of exemplary service; and

In recognition of his dedicated service to his students and colleagues as Professor of Law at the GW Law School, during which time he has consistently adhered to the highest standards of excellence in his scholarship and his teaching; and

Especially in recognition of his extraordinary contributions to the entire University faculty through his many years of exemplary service as a member of the Faculty Senate -- including six years as a member of the Senate Executive Committee, most recently as Chair; Chair and long-standing member of the Committee on Professional Ethics and Academic Freedom; and ex-officio member of the Committees on Athletics and Recreation, Educational Policy, Libraries, University and Urban Affairs -- during which time he has demonstrated unfaltering commitment and adherence to the principles of shared governance and has compiled an outstanding record of major accomplishments on behalf of the entire University faculty, due in large part to his extraordinary leadership, courage, integrity, collegiality, diplomacy, and stewardship;

THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

HEREBY EXPRESSES ITS

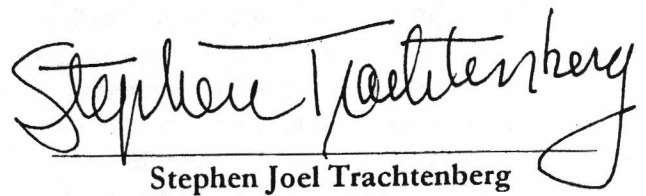
DEEPEST APPRECIATION AND GRATITUDE TO

PROFESSOR ARTHUR E. WILMARTH, JR.,

FOR HIS DISTINGUISHED SERVICE



April 8, 2005


Stephen Joel Trachtenberg
President

**Adopted by acclamation
April 8, 2005**

SUBSTITUTE RESOLUTION 05/1

A RESOLUTION TO ENDORSE THE SEXUAL HARASSMENT POLICY AND PROCEDURES OF THE GEORGE WASHINGTON UNIVERSITY (05/1)

WHEREAS, in Resolution 04/3, adopted on November 12, 2004, the Faculty Senate endorsed the reinstatement of the Interim Policy and Procedures Governing Sexual Harassment Complaints, as originally adopted by the Faculty Senate in Resolution 98/5, with certain further amendments; and

WHEREAS, Resolution 04/3 also provided that (i) the Faculty Senate and the University Administration would create a joint ad hoc committee charged with the mission of preparing a proposed new policy and procedures governing sexual harassment complaints; and (ii) the ad hoc committee's proposed new policy and procedures would be reported to the Faculty Senate's Committee on Professional Ethics and Academic Freedom ("PEAF Committee") for its expeditious review and, following such review, would be referred to the Faculty Senate with the PEAF Committee's comments and recommendations; and

WHEREAS, in accordance with Resolution 04/3, the Faculty Senate and the University Administration created an ad hoc University Committee on Sexual Harassment Policy (the "Ad Hoc University Committee"), and, on April 19, 2005, the Ad Hoc University Committee unanimously proposed a document entitled "Sexual Harassment Policy and Procedures" for adoption by the University (the "Ad Hoc Committee Proposal"); and

WHEREAS, at its most recent meeting in February 2005, the University's Board of Trustees requested that the Faculty Senate endorse, if possible, a new policy and procedures governing sexual harassment complaints for consideration by the Board of Trustees during its meeting on May 19-20, 2005; and

WHEREAS, the PEAF Committee has reviewed the Ad Hoc Committee Proposal and recommends certain clarifying amendments as indicated on the marked copy of the document attached hereto: and

WHEREAS, after reviewing the Ad Hoc Committee Proposal, the Faculty Senate has determined that the proposed new Sexual Harassment Policy and Procedures satisfy the following important objectives: (i) prohibiting sexual harassment by any student, staff member, faculty member, or other person in the University community, (ii) encouraging reporting of sexual harassment before it becomes severe or pervasive, (iii) identifying persons in the University Administration to whom incidents of sexual harassment may be reported, (iv) prohibiting retaliation against persons who bring sexual harassment complaints, (v) assuring confidentiality to the full extent consistent with the need to resolve complaints of sexual harassment appropriately and fairly, (vi) assuring that allegations of sexual harassment will be promptly, thoroughly and impartially addressed

with appropriate regard for the interests of the persons involved and principles of fairness and due process, and (vii) providing for appropriate corrective action to be taken against persons who have engaged in sexual harassment;

**NOW, THEREFORE, BE IT RESOLVED BY THE FACULTY SENATE
OF THE GEORGE WASHINGTON UNIVERSITY:**

That the Faculty Senate hereby endorses, for adoption by the University, the "Sexual Harassment Policy and Procedures" as unanimously proposed by the University Committee on Sexual Harassment Policy on April 19, 2005, with the additional clarifying amendments shown on the marked copy of the proposed document attached to this Resolution.

Faculty Senate Committee on Professional Ethics and Academic Freedom
May 10, 2005

Adopted, with the underlying Policy as amended, May 13, 2005

**A RESOLUTION ON FACULTY AND STAFF COMPENSATION INCREASES AND
COMPENSATION POLICY (05/2)**

- Whereas, Article IX of the Faculty Code states that "The regular, active-status faculty shares with the officers of the administration the responsibility for the effective operation of the departments and schools of the University as a whole...[and] participates in the formulation of policy and planning decisions affecting the quality of education and life at the University"; and
- Whereas, the quality of education and life at the University is inextricably linked to the quality of the faculty and staff which form its core, and compensation policy is crucial to maintaining that quality; and
- Whereas, in recognition of this link between personnel and University quality, the administration has repeatedly expressed support for Faculty Senate Resolution 87/1, which calls for the University to "make annual increments to faculty salaries designed to achieve as soon as possible, and to maintain, for all ranks ... [the] 80th percentile" and "for all ranks in each school and college no less than ... [the] 60th percentile" on the American Association of University Professors' scale for Category I institutions; and
- Whereas, the May 9, 2005 presentation by the Executive Vice President and Treasurer has clearly demonstrated that the University has fallen unacceptably behind in this commitment for most of the academic ranks; and
- Whereas, the University faculty has been largely excluded from any of the planning decisions that have led to the University's current financial circumstances~~this unfortunate set of circumstances;~~ including, among other factors:
- a) rapid increases in the University's total debt and debt-to-endowment ratio;
 - b) rapid growth in the University's enrollment without corresponding increases in its full-time faculty or its classroom inventory;
 - c) heavy reliance on tuition revenues due to endowment management performance and fundraising efforts that have lagged behind many of the University's peer institutions; and
- Whereas, at the May 9, 2005, special Senate meeting, faculty and staff were presented with a proposal which seeks to (1) defer their compensation increase by six months – for the 3rd time – and (2) change the date on which salary increases are awarded to a calendar-year rather than an academic-year basis; and
- Whereas, the administration's justification for the salary deferral is based on questionable assumptions; and
- Whereas, the Faculty Senate is not persuaded by the administration's position that the University's fiscal situation does not permit an allocation of an additional \$2.2 million to compensate faculty and staff at a 4% annual level, rather than the proposed 3%, given an over-all University budget of approximately \$400 million; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON
UNIVERSITY

1. That the Faculty Senate Committee on Fiscal Planning and Budgeting and the administration jointly develop, for presentation to the Senate no later than the December, 2005, Senate meeting, a three-year plan for attaining the 80th percentile goal (and for ensuring that each school is above the 60th percentile), with semi-annual reports to the Faculty Senate which are to specify (1) progress toward attaining those objectives, and (2) the expected average faculty and staff salary increases for the upcoming academic year; and
2. That the University administration be directed to be more transparent, on an ongoing basis, with the Fiscal Planning and Budgeting Committee with regard to the University's fiscal situation to ensure that the faculty is not presented with subsequent fiscal deficits for which they and the staff will be expected to sacrifice without having been involved in the fiscal planning; and
3. That the Board of Trustees be requested to invite the Chair of the Senate Committee on Fiscal Planning and Budgeting to serve as an ex-officio, non-voting member of the Board of Trustees Committee on Finance & Audit; and
4. That the Faculty Senate unequivocally *opposes* any compensation plan that would defer annual salary increases for staff and faculty, regardless of the questionable possibility that greater increases might accrue to some individuals in the long-term ; and
5. That the Faculty Senate recommends an average compensation increase of no less than 4%, effective July 1, 2005.

Executive Committee of the Faculty Senate
May 12, 2005

Adopted, as amended, May 13, 2005

**ANNUAL REPORT
OF
THE EXECUTIVE COMMITTEE OF THE FACULTY SENATE
2004-2005 SESSION**

RESOLUTIONS ADOPTED:

The Executive Committee established agendas for eight regular meetings during the 2004-2005 session of the Faculty Senate. The Senate considered and adopted ten resolutions during those meetings. Each resolution is summarized below. The responses of the Administration and, where appropriate, the Board of Trustees to Resolutions 04/1 through 04/6 are included in the summaries for those resolutions. The responses of the Administration and/or the Board of Trustees to the remaining four resolutions will be reported when those responses become available.

Resolution on Construction of New Science Facilities as the Top Priority Among New Academic Structures (Resolution 04/1)

Presented by the Physical Facilities Committee, this resolution expressed the Faculty Senate's recommendation that the construction of new science facilities should be the top priority for the University in planning future academic building projects. The resolution recommended that the contemplated new science facilities should (i) accommodate the needs of University-wide academic and research programs related to the physical, life, and mathematical sciences, science programming, and science-related engineering programs, and (ii) be developed through a "careful collaborative planning process that includes science and non-science faculty, academic deans, campus planners and architects, advancement staff, and budget officers." The Faculty Senate adopted Resolution 04/1 by a unanimous vote. The Administration's response to this resolution, submitted by President Trachtenberg on June 27, 2004, stated that "[t]his recommendation is fully understood and it is our aim to address it as briskly as circumstances and contingent resources permit; [the] Administration concurs that making the improvement of science facilities for teaching and research a priority at the University is sound."

Resolution on Research Priorities at The George Washington University (Resolution 04/2)

Presented by the Committee on Research, this resolution urged the University Administration to institute a plan to fully fund the Research Enhancement Incentive Award (REIA) program in order to provide principal investigators, departments, and schools with funds proportionate to their sponsored research activities for reinvestment in program expenditures that are critical to the success of research grant proposals, such as proposal development, startup packages for new faculty, and equipment cost sharing. The resolution also requested the Administration to (i) encourage academic deans to continue their support of research activities within their respective schools, and (ii) establish budgeting priorities in accordance with goals for the expansion of research activities across the University. The resolution expressed the faculty's commitment to work with the Administration in developing specific research priorities to be pursued over the next 3-5 years and in

establishing mechanisms for funding those priorities. The Faculty Senate adopted Resolution 04/2 by a unanimous vote. The Administration's response to this resolution, submitted by President Trachtenberg on June 27, 2004, stated that the resolution was "[a]cknowledged as a recommendation."

Resolution to Endorse Reinstatement of the Interim Policy and Procedures Governing Sexual Harassment Complaints, as Originally Adopted by the Faculty Senate in Resolution 98/5, with Certain Further Amendments (Resolution 04/3)

Presented by the Executive Committee, this resolution recommended that the Administration reinstate the Interim Policy and Procedures Governing Sexual Harassment Complaints, as endorsed in Resolution 98/5, adopted by the Faculty Senate on December 11, 1998, together with certain technical amendments requested by the Office of General Counsel. Resolution 04/3 explained that the Faculty Senate originally endorsed the Interim Policy and Procedures Governing Sexual Harassment Complaints with the understanding that the Faculty Senate and the Administration would work together to reach agreement on a final sexual harassment policy and procedures. In Resolution 99/6, adopted on May 5, 2000, the Faculty Senate endorsed such a document, but the Senate document was not accepted by the Administration. In January 2001, the Administration issued a "Revised Draft" prepared by its outside counsel. In Resolution 00/6, adopted on April 27, 2001, the Faculty Senate withheld its endorsement of the "Revised Draft" and "urgently request[ed] the University President to suspend acceptance of the Revised Draft and direct the preparation, in consultation with the Faculty Senate, of a re-draft of the Sexual Harassment Policies and Procedures with the goal of more fairly balancing the procedural rights of the respondents with the creation of an appropriate process that does not discourage complaints." In a memorandum dated June 27, 2001, sent by President Trachtenberg to the Chair of the Executive Committee, the Administration stated that its response to Resolution 00/6 was "[i]n process," but no further response to Resolution 00/6 was received by the Faculty Senate.

During the period from December 11, 1998, to June 25, 2004, members of the Faculty Senate Executive Committee and other members of the Faculty Senate understood that the Interim Policy and Procedures endorsed in Resolution 98/5 remained in force as the document governing sexual harassment complaints in which faculty members were named as parties. On June 25, 2004, in response to an inquiry from the Chair of the Executive Committee concerning an apparent lack of notification to a complainant in a recent sexual harassment investigation, the Administration provided the Executive Committee with a document designated as "Interim Policy and Procedures Governing Sexual Harassment Complaints (Revised 4/14/99)" (the "4/14/99 Revision"). The Executive Committee also learned that the 4/14/99 Revision was posted on the website for University policies. The Faculty Senate was not consulted in connection with the preparation of the 4/14/99 Revision nor was it notified that the Administration had adopted the 4/14/99 Revision as the policy and procedures governing sexual harassment complaints.

Based on its review of the 4/14/99 Revision, the Executive Committee determined that the 4/14/99 Revision made twelve significant changes to the Interim Policy and Procedures endorsed by the Faculty Senate in Resolution 98/5. In the Executive Committee's view, many of those changes (described in Exhibit B to Resolution 04/3)

adversely affected academic freedom and due process rights of complainants and respondents in sexual harassment proceedings. The Executive Committee expressed its great concern that the Administration's adoption of the 4/14/99 Revision, without prior consultation with or notice to the Faculty Senate, represented a clear and unwelcome departure from the principles, practice and tradition of shared governance at the University.

The Faculty Senate unanimously adopted Resolution 04/3 on November 12, 2004. Resolution 04/3 recommended that the Administration reinstate the Interim Policy and Procedures endorsed in Resolution 98/5, together with certain technical amendments requested by the Office of General Counsel. Resolution 04/3 also expressed the Faculty Senate's commitment to use its best efforts to reach agreement with the Administration on a final policy and procedures governing sexual harassment complaints. Resolution 04/3 recommended that the Administration create a joint task force to prepare a proposed final policy, which would be sent to the Faculty Senate's Committee on Professional Ethics and Academic Freedom ("PEAF") for its expeditious review and, following such review, would be referred to the Faculty Senate with the PEAF Committee's recommendations.

The Administration informed the University Community in January 2005 that it had adopted the Interim Policy and Procedures on Sexual Harassment as endorsed in Resolution 04/3. In February 2005, the Executive Vice President for Academic Affairs appointed an ad hoc Committee, including four representatives of the Faculty Senate, to prepare a proposed final sexual harassment policy for the University community. The ad hoc Committee unanimously approved a proposed policy on April 19, 2005. The proposed policy, together with amendments recommended by the PEAF Committee, was endorsed with further amendments by the Faculty Senate in Resolution 05/1. The Senate adopted Resolution 05/1 without opposition at its meeting held on May 13, 2005.

Resolution Expressing Concern About and Requesting Joint Senate and Administration Review of the Recent Classroom Shortage (Resolution 04/4)

Presented by Professor William B. Griffith, a member of the Faculty Senate representing the Columbian College of Arts and Sciences, this resolution stated that there were significant problems in the scheduling of classes, due to a declining stock of available classrooms and a rapid growth in undergraduate enrollments. Resolution 04/4 requested that "the President direct a high-level review of the recent classroom shortage and [develop] plans to remedy this situation no later than Fall 2005 and in future semesters, such review to be conducted with the participation of faculty designated by the Faculty Senate." The Faculty Senate unanimously adopted this resolution on November 12, 2004. In response to Resolution 04/4, the Executive Vice President for Academic Affairs appointed a University Task Force on Class Scheduling and Availability of Classrooms, including six representatives of the Faculty Senate. The Task Force presented a preliminary report of its findings to the Faculty Senate at its meeting held on May 13, 2005.

Resolution to Endorse the George Washington University Policies and Procedures Regarding Allegations of Research Misconduct (Resolution 04/5)

Presented by the PEAF Committee and the Research Committee, this resolution endorsed a new Policy and Procedures Regarding Allegations of Research Misconduct. The

new Policy and Procedures replace the interim Policy and Procedures Regarding Scientific Misconduct endorsed by the Faculty Senate in Resolution 03/8, adopted on March 12, 2004. The Senate Committees and members of the Administration agreed that the new Policy and Procedures (1) should reflect proposed amendments to regulations of the Office of Research Integrity of the U.S. Public Health Service, and (2) should apply to research misconduct in all fields of scholarly inquiry. The Senate Committees and members of the Administration also agreed that the new Policy and Procedures should provide persons accused of research misconduct ("respondents") with the right to be fully advised of the nature of the charges against them and the right to a fair hearing in connection with any informal inquiry and/or formal investigation into such charges. To provide respondents with appropriate due process protections, the new Policy and Procedures include eleven procedural rights, described in the sixth "Whereas" clause on pages 2-3 of Resolution 04/5. The Faculty Senate unanimously adopted Resolution 04/5 on January 21, 2005. The Board of Trustees approved the new Policy and Procedures at its meeting in February 2005.

Resolution to Endorse Revised Disclosure Forms and Conforming Changes to the George Washington University Policy on Conflicts of Interest and Commitment (Resolution 04/6)

Presented by the PEAFC Committee and the Research Committee, this resolution endorsed two new disclosure forms to be completed by (1) faculty members and investigators in connection with their annual reports to the University, and (2) faculty members and investigators in connection with specific proposals for external funding for research. The resolution also endorsed conforming amendments to the Policy on Conflicts of Interest and Commitment so that the Policy would include appropriate references to the new disclosure forms. The Senate Committees concluded that the new disclosure forms would strike a proper balance between the University's legitimate need for information concerning conflicts of interest and the reasonable privacy interests of faculty members and investigators. The Faculty Senate unanimously adopted Resolution 04/6 on January 21, 2005. The Board of Trustees approved the new disclosure forms and the conforming amendments to the Policy on Conflicts of Interest and Commitment at its meeting in February 2005.

Resolution Recommending Improved Timing of the Budget Cycle to Permit Better Consultation with Faculty (Resolution 04/7)

Presented by the Fiscal Planning and Budgeting Committee, this resolution stated that the Administration's practice over the past several years in requiring annual reductions in the expense budgets of most Schools and the sequestration of funds has provided insufficient time for Deans to consult with their faculties before identifying and reporting to the University budget office the expenses that would be cut. The resolution requested that (1) the budget cycle of the University be modified to give Deans more time to confer with faculty members in advance of deciding on recommended budget cuts, and to allow faculty members to exercise their right under the Faculty Code to participate in budget-driven restructurings of academic programs, and (2) the Administration commit itself to more long-range budget planning, especially in planning academic programs in conjunction with the Deans and faculties of the various Schools. The Faculty Senate unanimously approved Resolution 04/7 on January 21, 2005.

Resolution 04/7 was accompanied by the Fiscal Planning and Budgeting Committee's Special Report on FY 2005 Five-Year Operating and Capital Budgets. That report expressed several concerns regarding the University's budget trends, including (i) the University's relatively high dependency on tuition revenues and relatively low level of gifts in comparison with peer institutions, (ii) rapid increases in the University's debt service costs and a relatively high debt to net asset ratio in comparison with peer institutions, and (iii) an increase in the University's debt-to-endowment ratio from approximately 1:2 in FY 1999 to approximately 1:1 in FY 2004.

Resolution 04/8 – “A Resolution to Restate the Names of the Standing Committees in the Bylaws of the Faculty Senate Appended to the Faculty Organization Plan”

This resolution, presented by the Executive Committee, amended Section 10 of the Bylaws of the Faculty Senate to restate the names of the Standing Committees of the Faculty Senate in order to bring those names into conformity with the Senate's current practice. As amended, Section 10 provides for thirteen Standing Committees of the Senate. In addition, the amendment deleted an obsolete paragraph that previously appeared in Section 10 of the Bylaws.

Resolution 04/9 – “A Resolution for the Appropriate Regulation of Honors, Awards, or Distinctions by Units of the University”

This resolution was presented by the Faculty Senate Committee on Honors and Academic Convocations in response to an inquiry from Associate Vice President Jean Folkerts concerning procedures for awards made by sub-units of the University. The resolution recommended that Schools of the University should have authority to make awards and honors to persons other than GW students, faculty, and staff, but other academic subdivisions (including departments, institutes, centers, and “schools within Schools”) should not have authority to issue awards or honors to such persons. The resolution further recommended that nominations for School awards and honors to be issued to persons outside the community of GW students, faculty, and staff should be reviewed and approved by the Senate Committee on Honors and Academic Convocations in the same manner as that Committee currently reviews and approves nominations for honorary degrees awarded by the University. However, the resolution recognized that School awards of a more modest nature could be approved by the Committee on a generalized basis (including the approval of standard criteria to be followed by a School in making such awards). At the President's request, the legislative history of Resolution 04/9 indicated that a School may appeal a negative determination by the Committee to either the Faculty Senate or the President.

Resolution 04/10 – “A Resolution of Appreciation”

This resolution expressed the Senate's appreciation to Professor Arthur E. Wilmarth, Jr. for his past service, including his service as Chair of the Faculty Senate Executive Committee during the Senate's 2004-2005 session.

FACULTY PERSONNEL MATTERS:

Following the hearing of a grievance filed by a faculty member in the Columbian College of Arts and Sciences, the Hearing Committee issued a decision denying the grievance. The grievant did not appeal, and the Hearing Committee's decision became final. In a second grievance filed by a faculty member in Columbian College, the grievant and the University reached a mutually satisfactory settlement. A grievance filed by a faculty member in the School of Business was successfully resolved by mediation.

During the 2004-2005 session, in accordance with the Faculty Code, the Executive Committee received notices of administrative nonconcurrences with respect to three faculty recommendations in the Columbian College of Arts and Sciences. The first two nonconcurrences, which disagreed with faculty recommendations to grant tenure and promotion, were accepted by the respective departmental faculties. The third nonconcurrency, which disagreed with a faculty recommendation to deny tenure and promotion, was not accepted by the departmental faculty. In accordance with Part B.4. of the Procedures for the Implementation of the Faculty Code, the Executive Committee reviewed relevant documents and met with representatives of the departmental faculty and the Administration to discuss the third nonconcurrency. On May 5, 2005, the Executive Committee issued its written recommendation to the departmental faculty and the Administration for a possible resolution of that nonconcurrency.

OTHER MATTERS:

In March 2005, the Executive Vice President for Academic Affairs appointed a Task Force on a 4x4 Undergraduate Curriculum, including four representatives of the Faculty Senate. The Task Force is expected to issue its report during the Fall 2005 semester.

At the Faculty Senate's meeting on September 10, 2004, the Senate received (i) reports from the Executive Vice President and Treasurer concerning recent campus building and renovation projects, and the implications of Standard & Poor's decision to lower the bond rating of Georgetown University, and (ii) a report from the Executive Vice President for Academic Affairs regarding efforts to form a union to represent the University's part-time faculty. At the Faculty Senate's meeting on November 12, 2004, in accordance with Faculty Senate Resolution 01/11, the Senate received a report from the Dean of the School of Public Health and Health Services regarding efforts made by that School to move toward compliance with Faculty Code provisions requiring minimum percentages of tenured and tenure-track faculty. At its meeting on December 10, 2004, in accordance with Faculty Senate Resolution 01/6, the Senate received a report from the Director of the Office of Summer Sessions, University Students, and Academic Integrity concerning cases filed and resolved under the Code of Academic Integrity during 2000-04. At its meeting on March 11, 2005, the Faculty Senate received (i) a report from the Chief Information Officer and the Chief Technology Officer on academic information technology security issues, and (ii) a report from the Vice President for Advancement on the University's development efforts. At its meeting on April 8, 2005, the Faculty Senate received reports from the Executive Vice President and Treasurer on (i) plans for the development of Square 54 (the old hospital site), and (ii) the Administration's consideration of a possible six-month deferral of the next salary

increase for faculty and staff, and/or the adoption of an 18-month cycle for future salary increases for faculty and staff.

At the conclusion of its regular meeting on April 8, 2005, the Faculty Senate went into executive session to discuss with the President and the Executive Vice President for Academic Affairs a number of faculty concerns arising out of perceived problems in the University's research administration and compliance programs. On April 11, 2005, members of the Executive Committee and the Research Committee met with the Executive Vice President for Academic Affairs and the Associate Vice President for Research and Graduate Studies for a further discussion of these concerns. On April 18, 2005, the Executive Vice President for Academic Affairs issued a memorandum announcing several research-related initiatives, including the appointment of a new Chief Research Officer, the creation of a new Office of Research Compliance, and the establishment of two new administrative committees dedicated to research oversight and coordination. The memorandum stated that the Administration's "aim is to have a truly facilitative research infrastructure in place that serves the faculty while satisfying the expectations of external constituencies."

The Executive Committee continued its practice of inviting Deans to provide reports to the Faculty Senate concerning developments in their respective Schools. During the 2004-2005 session, the Faculty Senate received informative reports from the Deans of the Columbian College of Arts and Sciences, the School of Business, the School of Engineering and Applied Science, and the School of Medicine and Health Sciences.

As indicated above, the 2004-2005 session of the Faculty Senate considered and dealt with matters that are important to the University's welfare and crucial to the success of the faculty's role in the governance of the University. The Executive Committee is deeply grateful to members of the Faculty Senate and its Standing Committees and to other colleagues throughout the University for their hard work, commitment, and support. The Executive Committee also appreciates the assistance provided to the Faculty Senate by President Trachtenberg and Executive Vice President Lehman during the 2004-2005 session. The Executive Committee expresses special thanks to Sue Campbell and Nina Posidelow Cannon for their effective and conscientious assistance throughout the 2004-2005 session.

Respectfully submitted,

Arthur E. Wilmarth, Jr., Chair
Report date: June 30, 2005

Members of the Executive Committee:

Brian L. Biles (Spring 2005)
Michael S. Castleberry
Morgan D. Delaney
Charles A. Garris

Murli M. Gupta
Peter F. Klarén
Donald C. Paup (Fall 2004)
Philip W. Wirtz

Ex officio: Stephen Joel Trachtenberg, President

**Final Report of the Senate Committee on Appointment, Salary, and Promotion
Policies
Academic Year 2004/2005**

The ASPP Committee met on September 30, November 1, December 6, January 28, and March 25. The issues discussed included:

1. Joint Task Force on Contract Faculty (with PEAf)
2. TIAA-CREF Investment Choices
3. Fall Open Enrollment
4. New Benefit for Long Term Care
5. Request to investigate compensation of partially benefited limited service faculty
6. Updates on: New 4 x 4 Study Group; Salary Equity; Revised Conflict of Interest Forms; Unionization Vote

The joint task force of ASPP and PEAf on issues pertaining to retention and promotion of contract faculty met throughout the fall and spring semesters. The mission of the task force was to recommend policies and procedures for regular active status (full-time) non-tenure accruing faculty retention and promotion. Representatives from tenure/tenure track, non-tenure accruing appointments, and one regular part time faculty appointment comprise the task force membership. Intensive discussions were held on topics including whether to use separate titles for contract faculty; whether/how to quantify the various roles and responsibilities that constitute faculty load; language that could be used in appointment letters; and differences in practice across the university in evaluating personnel decisions about promotion and retention. The joint committee concluded its charge by issuing a joint legislative history and proposed resolution which was remanded to each of the standing committees for a decision about whether or not to bring to the full Senate a joint statement. Among the conclusions reached were the advisability of drawing on current language in the Faculty Code to avoid a proliferation of new titles; the need to maintain uniformity of responsibilities for appointment, retention, or promotion of faculty at the full professor level; the need to provide specificity and flexibility in defining responsibilities at all ranks below full professor, with language to be added to appointment letters for use in personnel actions.

AVP Kaplan reported on new benefits provisions for fall open enrollment. Because of the good claims experience for GW last year, premiums did not increase for the University as a whole, employees earning less than \$30,000 are paying lower monthly premiums, and the Blue Cross/Blue Shield PPO family deductible provision was improved. Other changes included a Flex-Plan spending card to make filing for

reimbursement unnecessary in certain situations and offering a wider array of dental plans.

The ASPP received a request to investigate whether the University should offer additional investment options other than the funds currently offered. The committee asked AVP Kaplan, Human Resources, and the Benefits Review Committee to explore adding such choices.

AVP Kaplan reported on the activities of the Benefits Review Committee relating to long-term care options for employees. An organization with other local university contracts, the Todd Benefits Group, provided options for consideration by university employees at spring enrollment.

The request to investigate compensation of partially benefited limited service faculty was deferred to academic year 2005/2006.

Issues for the ASPP in AY 2005/2006:

- Consider the legislative history and proposed resolution on non-tenure accruing regular active status faculty
- Consider a request for information about a salary study of potential disparities between male and female salaries by school or other academic division
- Consider the outcome of the Benefits Review Committee exploration of additional investment options
- Reconsider the request for investigation of the compensation of partially benefited limited service faculty

JOINT COMMITTEE OF FACULTY AND STUDENTS

Annual Report to the Faculty Senate

May 2005

The Joint Committee of Faculty and Students (JCFS) met five times over the course of AY 2004/2005 (twice in the fall and three times in the spring). At the beginning of the year, JCFS members came to consensus to address four issues, if time permits: (a) the JCFS scholarship, (b) review of the Guide to Students Rights and Responsibilities, (c) consolidation of academic departments, and (d) student representation on the Board of Trustees. Below is a brief synopsis of 04/05 JCFS activities.

JCFS ANNUAL SCHOLARSHIP REVIEW

The Committee has reviewed and implemented ways to increase publicity for the JCFS Scholarship as well as selection criteria. The issue was brought to the forefront as a result of the controversy surrounding last year's process. New procedures have been put in place and were used for this year's selection. This issue took priority in the committee's work during the academic year and was addressed to committee members' satisfaction.

STUDENTS RIGHTS

The Student Senate discussed the perceived lack of students' rights and specificity given to them as outlined in the Guide to Student Rights and Responsibilities. The Committee had planned to conduct a review of the Guide and comment on the current state of student rights on campus; however, time did not permit to address this issue thoroughly.

DEPARTMENT CONSOLIDATION

Some students and faculty members across campus have expressed concern over the decision to close some smaller University departments. The committee spent some time discussing how to increase the students' voice re planned department/program closures and/or consolidations and drafted a resolution to be discussed further during AY 05/06.

STUDENT REPRESENTATION ON BOARD OF TRUSTEES

The Student Senate has passed legislation advocating for a student to have a voting position on the Board of Trustees. The JCFS discussed this legislation as well as alternative suggestions to increase the influence of students on Board actions. No formal action was taken by the committee.

Lee Roupas, Student Co-Chair
Ralph Mueller, Faculty Co-Chair